



PHD

**Reframing learning to teach as a social and relational practice:
an examination of key influences on the trajectory of professional development of
secondary school PGCE trainees.**

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Reframing learning to teach as a social and relational practice:
an examination of key influences on the trajectory of professional
development of secondary school PGCE trainees.

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A thesis submitted for the degree of Doctor of Philosophy

University of Bath
Department of Education

August, 2015

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Abstract

The landscape of initial teacher education (ITE) in Britain is changing (BERA Inquiry, 2014). In England, trainee teachers' routes to professional qualification are subject to assessment against Teachers' Standards (Department for Education, 2012), which some argue enshrine the competences trainees require for professional life (Cole, 2008). Competence views of teaching are challenged elsewhere as reductive (Stanley and Stronach, 2012) and counter to the view that teaching (Hobson et al., 2008) and learning to teach (Hodgson, 2014) are complex pedagogical activities (Alexander, 2008). Some argue the competence-view of learning to teach reduces teaching to a "craft-based occupation" (Beauchamp et al., 2015), epitomized in entirely school-based training initiatives such as School Direct (National College for Teaching and Leadership, 2014a) with trainee teachers learning "on the job" (Department for Education, 2010, p23). This study aims to contribute to this debate by examining trainees' professional development within the historical development of the teaching profession.

Whilst undertaking a Post-graduate Certificate in Education (PGCE), data on seven trainee teachers' professional development were gathered throughout three school placements using active interviewing (Holstein and Gubrium, 1998), prior to within- and cross-case analysis (Creswell, 1998). Trainees' hand-drawn trajectories of professional development show turning points (Vygotsky, 1978) which direct analysis towards key influences on a complex intellectual process of learning about practice (Dreier, 2002), refining indications from earlier analysis using a componential model of professional development (Evans, 2011).

Using Vygotsky's method of developmental study (Vygotsky, 1978), professional development is understood as a historical process whereby practice-related concepts "take shape" (ibid.) and trainees' learning (about practice) supports their (professional) development. A relational agency interpretation (Edwards, 2007b) emphasises the influence on trainees' professional development of working jointly with professional colleagues on problem-resolution, contingent on trainees' learning through tool and sign use during practice (Wertsch et al., 1993). The findings of this small study suggest that trainee teachers' professional development is only adequately conceptualised as a complex process led by the intellectual activity of learning about practice. The implications of reframing learning to teach as a social and relational practice implies a personalised approach to teacher education which, this study finds, may support the development of responsive practitioners.

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Abbreviations in text

Abbreviated form	Text In full
APP	Assessing Pupil Progress
AT	Activity Theory
BaT	Becoming a Teacher
BERA	British Educational research Association
CATE	Council for the Accreditation of Teacher Education
CHAT	Cultural-Historical Activity Theory
CPD	Continuing Professional Development
CS	Complementary School
DfE	Department for Education
E2L	English as a Second Language
ERA	Education Reform Act
GTP	Graduate Training Programme
HEIs	Higher Education Institutes
HS	Home School
I#	Interview (number)
INSET	In-service Training
ITE	Initial teacher Education
ITT	Initial Teacher Training
KS4	Key Stage 4 (Years 10-11 in English Secondary Education)
LEAs	Local Education Authorities
NCTL	National College of Teaching and Leadership
NQT	Newly Qualified Teacher
NUT	National Union of Teachers
Ofsted	Office for Standards in Education
P#	Participant (number)
PGCE	Post-graduate Certificate of Education
PSP#	Pilot Study Participant (Number)
QTS	Qualified Teacher Status
SCITT	Schools Consortium of Initial Teacher Training
SCR	Senior Common Room
SoW	Scheme of Work
TDA	Teacher Development Agency
TTA	Teacher Training Agency
Y#	Yeargroup (number)
ZPD	Sone of Proximal Development

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Chapter 1 Introduction

This opening chapter presents an overview of the problem being researched: gaining a current understanding of trainee secondary teachers' professional development. The relevance of this issue at present is framed in relation to the changes in the way teachers in England qualify to teach, with policy initiatives allocating increasing numbers of training places to schools and decreasing the allocation of places in more traditional institutions. An overview of what is currently understood about teacher training and development identifies a gap in the literature specific to the professional development of trainees. In addition, this thesis proposes the incorporation of a historical view of the changing nature of trainee teachers and their activities within the wider sweep of the on-going developments within the profession as a whole. The chapter introduces the research questions which are directed towards meeting the aim of the study. The content is arranged to show how, chapter by chapter, this study has been constructed to try and answer those questions.

1.1 Planned Changes to Teacher Training: A Step into the Unknown?

The training of secondary teachers in England is changing, and perhaps always has been (Gardner, 1998). The policy focus indicated by a coalition government in the United Kingdom (Department for Education, 2010) made provision for increased freedom for schools in England to employ prospective teachers, training them "on the job" (ibid., p23), as the report phrases it. The first significant practical step towards achieving this was the launch in September 2012 of the School Direct programme. This involves schools designing training programmes for trainees (National College for Teaching and Leadership, 2014b) in conjunction with an accredited provider of initial teacher training, usually a Higher Education establishment or a Schools Consortium of Initial Teacher Training (SCITT). Many SCITTs offer qualifications which are accredited by universities, although not all do (National College for Teaching and Leadership, 2014b). The outcome of the school-based training course is Qualified Teacher Status (QTS) and is distinct from the Post-graduate Certificate of Education (PGCE) which can be awarded by university-accredited courses. Both awards are based on the assessment of trainees against a set of 'professional standards' for which evidence must be shown to gain QTS.

These changes are occurring against a global trend which positions teachers as instrumental in improving educational outcomes (OECD, 2005), which in turn has been thought, by some, to be driven by attempts to promote the economic performance of a state (Furlong, 2008, Graham, 1999). Though the changes since the introduction of the Educational Reform Act (ERA) of 1988 are characterised by some as "the relentless pursuit of the unattainable" (Barker, 2008), the changes heralded the dawn of the age of teacher-performance assessment and salaries tied to pupils' results (Department for Education and Employment, 1998). They also occur against a backdrop of concern that the changes challenge the notion of teaching as a professional activity (Lang et al., 1999), although some argue that, despite the rhetoric of change, the intent of the White Paper is to maintain a programme of sustained systemic inequality (Lumby and Muijs, 2014). Indeed, it is not uncommon for research literature to present the introduction of 'teachers' standards' as a politically-motivated tool for shaping the profession (Furlong, 2008). Resulting concerns about assessment of teachers in terms of their 'competence' (Martin and Cloke, 2000)

and, by implication *incompetence* (Wragg et al., 2000), are evident in the lengthening debate in the literature about the nature of teaching. Do the reforms impinge on elements of autonomy (Trushell, 1999, Bourke et al., 2013) which some may argue a professional has developed the skill to execute (Hoyle, 1975)? Is teaching in crisis (Furlong, 2000a); is it being oppressed (Friedman et al., 2009), or de-professionalized (Hargreaves, 2000)? Is teaching “best described as a profession? Semi-profession? Vocation? Enterprise? Occupation? Calling?” (Noddings, 2003, p241) Or is it rather a set of skills which can be learned to a point of competence (Cole, 2008)? It has been suggested that those who take the view that teaching is a craft, amongst whom number Michael Gove, Secretary of State for Education 2010-2014, do so as a result of a “view of teaching as largely being about the transmission of (uncontestable) subject knowledge” (Menter, 2013, p8). Regardless of this, the competence of teachers came into focus with the establishment and widespread use of Teachers’ Standards. Arguably conveyed in an “instructional tone” (Stevens, 2010), the convention of detailing the components of the work of teachers has culminated in a competence-based approach to education and training which has become “widely accepted” (Abbott and Huddleston, 2000, p218) throughout the education sector.

Arguably the competence view of teaching is linked to the focus on school improvement and standards in education which grew throughout the 1990s. Established in 1992 by an act of parliament (Department for Education, 1992a) the Office for Standards in Education (Ofsted) became the face of judging teachers’ performance in England and Wales, through schools’ 4-yearly cycles of inspection. The introduction of Teachers’ Standards followed (Department for Education and Employment, 1998) and marked the start of performance-related pay for teachers (Trushell, 1999). Some critics of these changes claimed that regulations were turning teaching into a ‘technical’, rather than professional, occupation (Rassool, 1999) which rather than motivating teachers had no effect beyond encouraging compliance with the standards (Farrell and Morris, 2004). Concern was additionally expressed by those who detected political motives behind the changes (Furlong, 2008, Barker, 2008, Graham, 1999, Ball, 1994) and the question was raised about whose standards they were (Sachs, 2003)?

Despite some critics pointing out that the multiple-outcomes of teaching make performance judgement a problematic activity (Chamberlin et al., 2002), performance-related pay linked to standards of state-defined ‘competence’ are integral parts of the teaching profession today. The link between standards of teaching, school effectiveness and teachers’ pay were often accompanied by a focus on school improvement (Stoll and Fink, 1996, Green, 2004). During this period of sustained change throughout the sector, standards for the award of QTS were introduced which detailed, for trainee teachers and their trainers, the skills and attributes which were required of a person considered qualified to be a teacher (Department for Education, 1993, Department for Education, 1992b). Regardless of the view of some at the time that the standards were an inadequate relation of the process of learning to teach (Reynolds, 1999) and specific concerns about the assessment model intrinsic to teacher training programmes working towards the award of QTS (Martin and Cloke, 2000), or the more tacit elements such as ‘professional values’ (Harrison, 2006), standards at this earliest stage of career development, are now firmly established. The view of teaching depicted in the published standards, either for practicing or qualifying teachers, leads to debate about the nature of teaching itself: is it a complex profession requiring life-long learning (Day, 1999) or the accumulated acquisition of a competence set as the regulatory and policy documentation might be interpreted (Abbott and Huddleston, 2000)?

The importance of teaching (Department for Education, 2010) is stated as central to driving changes since 2010, with the role of teachers and the job they do apparently held in high regard.

Promises of government policy changes resulting in increased freedom – for Head Teachers (ibid., Section 2.29) and teachers (ibid., Section 4.9) translate to them being free to comply with government reform: take for instance the statement that schools be “free to exclude pupils” providing that they understand that arranging alternative provision, and the funding for it, is something the school is also free to do (ibid., Section 3.37); and teachers are “free to use their professionalism and expertise to support all children to progress” (ibid., Section 4.9) whilst clear systems of “accountability for student performance is critical to driving educational improvement” (ibid., Section 1.7). Whether or not the language of this White Paper is corrupt (Lumby and Muijs, 2014), the foundations of knowledge upon which its argument is based have little in the way of academic provenance. The sources of knowledge in the paper’s 108 citations include one published in a peer-reviewed journal, three from American universities, one joint-authored report from British universities which appears to have been commissioned by the Department for Education and Skills, and the remainder largely deriving from a combination of sources including internal analysis by the department, polling companies, private sector consultants and quangos. The introduction of extensive, system-wide changes announced, the ambitions declared in the White Paper are, arguably, resting on somewhat flimsy support. The mechanism of educational reform embedded in this 2010 paper was a driver of changes which are currently having an impact on teacher education and which portray a view of the nature of teaching as decidedly skewed towards the competence-based. Further evidence can be found from several outputs of the Secretary of State for Education (Gove, 2013, Gove, 2012a, Gove, 2012b) who presided over the 2010 paper, of a focus on acquisition of subject knowledge and its transmission to pupils as the extent of teachers’ work.

With occasional exceptions (Whitty, 2002), the debate on the nature of teaching – which by extension implies conceptions of teachers and those training to teach – often results in a polarisation of views. Teaching is either a skilled application of specialised – in this case pedagogical – knowledge in response to unplanned, varied and complex social situations as they arise (Edwards, 2005) *or* a form of work, criticised by some (Wilkins et al., 2012), which requires individual practitioners to deliver a series of educational initiatives deriving from central government. The tension between these conceptualisations concerns issues of power to interpret the activity of teaching (Bourke et al., 2013) being gradually removed from individual practitioners and repositioned in relation to state measures of effectiveness and accountability (Delandshere and Arens, 2001, Trushell, 1999). The contested role of pedagogy is considered by some to be at the heart of the debate (Alexander, 2008), whilst others see it as a matter of the erosion of professional autonomy (Day, 2002). That the wider landscape affects practitioners’ daily activity is established in the literature, whether undertaking research with an international (Czerniawski, 2008), district (Supovitz and Taylor, 2005), or more local (Maguire et al., 2010) perspective, although the authors of the latter paper acknowledge translation of national policy at local levels often results in transformation of the prescribed view. It remains the view of government that teachers can be judged on the output of their activity: the results of assessments of their pupils (Department for Education and Employment, 1998, Department for Education, 1992a, Department for Education, 1992b). With judgements of all schools made against generic criteria specified in the Ofsted framework, a broad-brush attitude to differences in geographical and socio-economic factors is discernible. Within the opposing views of the nature of teaching, where does the education of teachers stand? And, in the wider landscape of educational change, how do the outlined political changes in teacher education have an impact on those qualifying to teach?

The choice of terminology to be used in this work is set out in a separate section below (1.7) as this is identified by some as reflecting a view on the nature of teaching and the process involved in becoming one. The renaming of initial teacher education (ITE) programmes as initial teacher ‘training’ (ITT) (Department for Education, 1992b) and related reforms (Department for Education, 1993) are seen by some as a reconceptualization of learning to teach as a practical, rather than intellectual, activity (Beach and Bagley, 2013), in which completion of training is judged when competences have been achieved. The use of professional standards to frame a definition of trainees as “good enough” teachers (Beauchamp et al., 2015, p157) remains a concern for some; but good enough for what? This question, when raised, is sometimes answered by the use of competence as a destination of teacher development (Terhart, 1999), or, at times, ‘effectiveness’ (Barber et al., 1997), despite the view that this term has its limits (Lauder et al., 1998). After all, an effect can be good *or* bad. In a system where performance of teacher effectiveness is judged in relation to pupils’ results, will this lead to the inclusion of a similar judgement of trainees? Are those trainee teachers in America who are being supported to develop ‘effectiveness’ by being judged against their pupils’ grades (Darling-Hammond et al., 2013), paving the way for a similar focus on trainees in England to be judged by their competence to get results, as some suggest (Ingleby, 2014)? At a point of change in the education of trainee teachers, this research aims to contribute to the debate of what the process of training to teach involves for those undergoing it. By collecting evidence from trainee teachers during their training year, their process of forging understanding of teaching will become apparent and, it is hoped, will show current evidence about the nature of teaching and learning to teach to inform the debate outlined here.

The changes to teacher training brought about by government can be argued to challenge the view that teaching is a professional activity requiring practitioners to skilfully bring to bear their pedagogical knowledge on emerging situations during practice, when policy accounts of teaching assert it is something which can be learned ‘on the job’. There are further challenges to the view that teaching is a professional activity, contingent with the balkanisation of the school system and the effect that the diminishing role of universities may have on innovation in knowledge about education practices (Whitty, 2014). With these challenges comes the important question: what exactly *are* trainees learning on the job? Furthermore, does learning on the job support the development of practitioners who, when in classrooms, *know what to do*? In other words, does time spent on teaching practice in schools fully support professional development? It is a further aim of this study to contribute to existing knowledge of the way teaching practice relates to professional development. In pursuit of an answer, this thesis offers an account of the process of learning to teach, as experienced by a group of trainee Secondary teachers undertaking a PGCE. In doing so, the account seeks to formulate an explanation of the vital nature of the process of learning to teach as one of professional development and suggests it be re-framed as a social and relational practice, relying on the honing of high quality intellectual skills of trainees necessary for their learning (about practice) which leads their (professional) development.

1.2 Education or Training? Learning to Teach in England

Undaunted by the seeming imperviousness of the teaching profession to decades of attempted reform by policy-makers (Barker, 2008), the coalition government’s Schools White Paper, *The Importance of Teaching* (Department for Education, 2010), was issued within six months of the

2010 general election. Within it is the stated intention of improving standards of teaching and leadership in schools. The traditional pathways involving school and university partnership, giving trainees a theoretical as well as a practical background, were to be augmented by opportunities to train entirely in schools and learn “on the job” (ibid., p23). Existing initiatives such as Teach First were to be expanded, with the declared intent being to increase annual recruitment from 560 to 1140 *per annum* for the term of the parliament in May 2015 (Department for Education, 2010, p22). Teach Next, launched by the same Conservative-Liberal Democrat coalition government, aimed to attract successful and experienced workers from other careers into teaching. Further recruitment was to be sought from the realm of academia through the Researchers in School programme, and from the armed forces through Troops to Teachers (ibid.). In common with Teach First and Teach Next, trainees through these schemes were to be given the chance to be paid whilst working towards QTS, a required qualification for teachers in English state schools.

The School Direct programme (National College for Teaching and Leadership, 2014a) came into being in 2012 under two guises: the non-salaried and salaried schemes, the latter giving schools the chance to interview and employ their own trainees. Research into university teacher training has queried the impact upon trainees of non-practice input from Higher Education Institutions (HEIs) (Hobson et al., 2006, Edwards and Protheroe, 2003, Hobson et al., 2008), but this is not to say there is certainty about the benefits of practice-only training. Chapter 2 begins with an outline of the history of teaching, showing how the professionalization of the workforce began in earnest when training became allied to university colleges initially, then teacher training colleges and latterly, universities. Collectively, these tertiary-stage institutions are referred to in the thesis as HEIs unless otherwise indicated.

In relation to increasing the number of pathways into school-based training (Department for Education, 2010), concerns over the standard of provision are surfacing. As seen in criticism of another work-based teacher scheme, the Graduate Teacher Programme (GTP). Foster’s (2000), concerns about the extent and quality of training of GTP trainees were silenced with the announced intention to close this route into teaching (Gove, 2012b). The final cohort of GTP trainees qualified in 2013, overlapping with the first year of School Direct. An extensive national research study into variations in differing routes into teaching, highlighted the patchy quality of provision under the GTP scheme, with graduate trainees left feeling as if they were in a lottery (Hobson et al., 2006), their experiences highly-dependent on the individual provision which their school made available to them. How relevant are these criticisms to School Direct, which shares with the GTP the opportunity for schools to employ untrained individuals, albeit entering into the agreement that the school will arrange training provision? And how pressing are these considerations?

Although the then Secretary of State for Education intended that, by 2015, schools would provide “well over half” the available training places (Gove, 2012b), the impact of the School Direct initiative has been rather less dramatic. In 2013-14 “the vast majority [of applicants were] still enrolling directly with higher education institutions and other core providers” (Universities UK, 2014, p13). Attracting 80% of allocations in 2012-13, for the academic year 2015-16, universities have been allocated only 51% of places (Universities UK, 2014, p9), indicating that some distance needs to be covered if the 2015-16 allocations target is to be successfully converted into recruited trainees. The government’s web portal is addressing this in its marketing of the scheme, positioning School Direct prominently and dispelling ‘myths’ of school-based training to allay applicants’ doubts (Department for Education, 2015). The trend to reduce HEI allocations to train

teachers and increase school-based providers' allocation means that questions about how teaching practice is related to professional development are a subject of legitimate enquiry and may even become imperative if school-based training take-up gains greater momentum. The aims of this study include the intention of making a contribution to the existing knowledge base with regard to what is known about the way professional development is related to the practice of teaching.

1.3.1 Professional Development Research in Theory

Professional development is, arguably, a complex process (Avalos, 2011) and relating it to the professional practices of teachers requires some consideration of what is currently known about the subject. Chapter 2 begins with an outline of professionalism in teaching, presenting it as a historical process of evolving change, which gives rise to paradoxes (Hoyle, 1983) and inconsistent use of terminology. The effect of erratic terminology in relation to professionalism, professional learning and development is suggested as arising because the field of researching teacher professional development, and learning to teach in particular, draws from a wide variety of theoretical underpinnings. Existing models of professional development are then presented, including the ubiquitous concerns-based model of Fuller (1969) which asserts a four-stage model of changing focus in trainee teachers' concerns. The professional life cycle models of Huberman (1989, 1992) and (1999) Terhart's model of teacher competency are also considered for their contributions towards linking views of professionalism to teacher development. All three models, it is argued, fall short of offering an explanatory account of professional development and none offer a robust account of trainees in relation to the wider profession.

Terhart does, however, raise the important point that teacher development must state what development is aiming towards and this leads to a consideration of the work of Evans (2011). According to her, professional development is working towards an enhancement of enacted practice, or "a better way of doing things" (ibid., p865). Professional development, in Evans' view, is comprised of multiple components, which develop subject to changes triggered when individual practitioners decide whether or not to adopt a new way of enacting their professionalism (ibid.). This decision, claims Evans, is influenced by whether or not the practitioner believes that adopting a new way of working will enhance her practice in some way (ibid.). Amongst other models considered in Chapter 2, her detailed description of the essence of professional development is considered a useful analytical tool. Evans' (2011) model of professional development is used to analyse the data of P8 whose case study is presented in Chapter 6. Drawing on Evans' earlier papers (Evans, 2008, 2002, 1997, 1998) to elucidate the model's components, the process of coding reflections as Behavioural, Attitudinal and Intellectual indicate support for Evans' assertion that professional development is a complex process which extends beyond the behavioural to involve "hearts and minds" (ibid., p867). Assessment of the trainees' professional development towards QTS is guided by a set of Teaching Standards (Training and Development Agency, 2011-12) which are considered against the case data of P8 in comparison to Evans' contention that the standards for qualified teachers are largely behaviourally directed (ibid.). Despite a critique of Evans' thinking revealing lacunae in her theorising about the relation of the individual to the social environment in which learning to teach occurs, and a certain indistinctness regarding the actual *process* of professional development, the model is adopted in an attempt to theorise the professional development of

trainees on teaching practice and this analysis is presented in Chapter 6. Evans sets great store by the individual teacher judging whether or not it is worth adopting new practice, but her lack of a robust account of the origin of these value judgements is considered problematic. Chapter 3 considers how the sociocultural approach may admit the social sphere into the process of professional development in an attempt to move beyond the descriptive towards a more explanatory insight into the theory of professional development.

Chapter 3 introduces this approach through examination of the theoretical approach of (Vygotsky, 1978). Beginning with a consideration of the historical and dialectical aspects of his work, the concept of development is identified as an on-going process arising through the inter-related social activity of mankind within his environment. The source of individual cognitive development is identified as arising within in the social activities which are specifically human, and are conceptualised as existing in addition to those aspects of mind which develop biologically. The centrality of language to the development of individual cognition emphasises the importance of meaning-construction by individuals, weaving together the concepts they encounter in social activity with personal understandings to construct personal understanding (Vygotsky, 1986). The notion of a pathway of developing, unfolding throughout an individual's life is linked to Dreier's concept of the personal trajectory, in which the life of individuals is conceived of as a trajectory built through participation in social practices (Dreier, 1999). The combination of Vygotsky's notion of historical development of higher psychological functions and Dreier's personal trajectory idea is applied to conceptualise the professional development of trainee teachers as unfolding, during their practice in their training year, as their participation in the activity of teaching brings them to form new concepts relating to teaching which transforms first, their understanding about practice and, secondly, their practice itself. The concept of Relational Agency further elucidates the precise nature of these developments in terms of the activity of problem-solving with professional colleagues as mediating influences on trainees' development of understandings relating to teaching and, hence, the identification of interaction with them as a key factor in trainees' professional development.

Some reflections on the literature which critiques sociocultural approaches are offered before returning to Evans' notions of professional development and arguing that her approach could be strengthened by introducing Vygotsky's sociocultural approach to development. The chapter concludes with a summary of the argument of the thesis and a reconsideration of the research questions in relation to the aims of the research, which are now introduced.

1.3.2 The Aim of the Research and the Research Methodology

At a time when the training of teachers in England is undergoing great change, uncertainties exist for HEIs, school-based providers and of course, for those choosing to embark on training (Universities UK, 2014). It is argued that research into understanding the process of professional development of trainee teachers is highly relevant in light of assertions from central government that teachers can be trained entirely in schools, reducing HEIs' involvement in the training process from HEIs, and with little in the way of robust evidence to support this change. An empirical study can contribute evidence to inform the debate about the nature of teaching, and the process of learning to teach and be specifically directed at understanding more about the way in which trainees become teachers during teaching practice: whilst 'on the job'. What trainees are learning is a broader question in this study than one concerned with acquisition of subject knowledge or a set of competences. The contention is that sociocultural theory can be used to interpret learning

to teach as a highly-complex process which necessitates development of personal cognition about practice which leads the development of practice that can be responsive to rapidly unfolding situations within a classroom. This thesis offers an examination of the development of trainees' professional practice as it unfolds by analysing the conceptions of those undergoing the process.

Chapter 4 sets out the ontological and epistemological implications of adopting a sociocultural approach, with particular attention paid to the view that development of knowledge is a process. A process ontology is considered in relation to Vygotsky's Genetic methodology and is, in turn, considered in terms of the implications which this view of knowledge has upon the design of a research study.

Two research questions guided the pursuit of aiming to understand trainee teachers' professional development during the course of their practical teaching placements:

Research Question 1

What is the process of professional development of trainee teachers on a secondary PGCE course?

Research Question 2

What do trainees identify as key influences on their professional development?

Trainee teachers, considered to be at the beginning of a career-long process (Sonyel, 2004, Hargreaves, 2000), are conceptualised as being in the process of developing understandings about the practice of teaching. Although these are nascent in their PGCE training year they are considered to be the beginnings of a professional trajectory, as explicated in Chapter 3. The notion of a trajectory can be found applied to a lifetime of human involvement in social activity (Dreier, 1999) and even in relation to professional learning (Daniels, 2011), but, to my knowledge, it has not been applied as a method to represent trainee teachers' professional development. It was the intention to seek the specific reflections of trainees on teaching placement in order to trace their trajectory of professional development as it evolved. The methodology behind this derives from Vygotsky's (1978) dynamic method of developmental study.

Of specific importance to the methodology, is an axiology which values the contribution of participants in research as providing a valuable interpretation of their lived experience. Emphasising semiotic mediation, the meanings arising in social activity become the source for individual development. In taking this view, the individual trainees' interpretations of the phrase 'becoming a teacher' and their understanding of 'influences' upon this process are held to be highly important. The understanding which is gleaned during social activity is, in a sociocultural view, held to shape the participation in that activity (Valsiner, 1998, Vygotsky, 1994). This complements a qualitative ontology and an epistemological approach which privileges the accounts of practitioners involved in the process under research (Marton, 1986). A process ontology requires that single-point data collection was considered inadequate for revealing development dynamically; rather, several data points were arranged to facilitate the construction of accounts of professional development as they unfolded over time. The sociocultural methodology, outlined in detail in Chapter 4, interprets two key methods in specific ways: case study method, drawing on Valsiner (1998), asserts the primacy of the individual case in developmental research, and the interview is understood as an opportunity to capture successive moments when "thought realises itself in words" (Vygotsky, 1986, p251). An active interviewing

style (Holstein and Gubrium, 1998) was adopted to support the sociocultural approach to data collection. Within the interview, the notion of trajectories is given a practical application as a research method, setting out a description of how trainees created hand-drawn line graphs to represent their professional development. This method is thought to be a unique contribution to the field and its advantage as a highly visual representation of a trainee's understanding of a moment in their professional development became an important part of the analysis as well as the collection of data.

Further details of the content and practical considerations of the methods of data collection and information about the participants are presented in Chapter 5. It is also in this chapter where attention is paid to the developing process of coming to find a suitable method for data analysis. Some false starts are recorded, and the approach which was eventually successful is described: Vygotsky's genetic method combined with the realisation of the professional development trajectory as a drawing proved effective in focusing analysis on those turning points in the line of development which, following Vygotsky's recommendation, should not be ignored (Vygotsky, 1978, p73). Other research which recognised the significance of turning points in developmental research is considered before explaining how the trajectory drawings contributed to the process of data analysis.

The methodology and design cohere, it is argued, with the theoretical premises of a sociocultural approach to professional development. They support a process which enables trainees' individual understandings about the practice of teaching, the process of teaching and the influences they perceived upon them during the process, to yield data useful for answering the research questions. In seeking to answer the first question, the intention was to gather empirical evidence at several points over the year in the form of the reflections of trainee teachers on their experiences during their practical placement in schools. The reflections were directed towards trainees' consideration of the process of becoming a teacher with particular focus on their understanding of key moments in this journey. This led to the second question, directing attention to the experience of trainees whilst on practice which they identified as influential upon that process. Collection of data at several points during the course allowed a longitudinal account to be constructed of each case, complementary to studying development from a sociocultural perspective. A brief account of the research design aimed at collecting such data is presented in the following section.

1.4 Professional Development Research in Practice

In taking the position that coming to understand a new practice is a complex social process which takes place over time, a process ontology is favoured, and a sociocultural ontology is adopted, in which the development of the individual mind is positioned as 'guided' (Valsiner, 1998) by the meanings available in social activity. To research professional development, data were collected over the course of six months in 2012, during a PGCE training course based in a university in England. Seven volunteer trainee teachers agreed to three interviews, each scheduled after the completion of a 6-week 'block' of teaching practice in school. Each of these participants' data formed a case study enabling comparison, over time, at the several points of data collection, both within and across the cases (Creswell, 1998). The depth of insight gathered through individual reflections on teaching practice experience allowed the complexities of the process of

development to be traced as a series of unfolding developments in understanding about the social practice of teaching.

In the course of the semi-structured interviews, most lasting somewhere over an hour, trainees' reflections about their experiences whilst on teaching practice and the meanings they forged about becoming a teacher during those times, were recorded, transcribed and analysed. Additionally, trainees were requested to visually represent their practical placement as a line-graph, forming a trajectory of professional development. This served several purposes: firstly, it quickly illustrated the extent to which trainees considered their professional development to have progressed during the course of a 6-week block practice; secondly it provided a means of directing questioning in the active-interview (Holstein and Gubrium, 1998), a style which encourages interviewers to follow interesting lines of questioning during the course of interview; and thirdly, it proved a valuable method of analysis, helping to pinpoint those formative influences on trainees' development and follow them up in the transcripts.

Answering the research questions by means of analysing the data collected was attempted firstly using Evans' model of professional development as an analytical tool, and this was supplemented by the introduction of a sociocultural approach to analysis. The analytical methods are described in the following section but the quantity of data suggested that comparison across cases be utilised to produce a generic model case which can demonstrate features under research (Valsiner, 1998, p395), and so representative cases are used to highlight elements present in other cases. This means that not all participants' data was used in the final thesis; instead, the selection of data most illustrative of the process discovered was employed and only the participants' transcripts from data included appear in the appendices.

1.5 Answering the Research Questions

The coding of trainees' interview transcripts was carried out using Evans' (Evans, 2011) model of professional development, using its componential categories of Behavioural, Attitudinal and Intellectual. This exercise showed that, as well as reflecting on behavioural elements of their professional practice, particularly evident earlier in the course, a significant part of trainees' learning about the practice of teaching could be coded as Attitudinal and Intellectual. In particular, the intellectual component appeared significant to the professional development of P8 in supporting her sense-making about practice. Analysis of the case of P8 using Evans' model (Evans, 2011) was considered to provide an insufficient answer to the research questions. However, the analysis set out in Chapter 6 revealed some interesting additional elements which prompted further analysis. Identification of weaknesses in Evans' theorising, particularly in an inadequate account relating the individual to the social, prompted the introduction of sociocultural approaches to attempt a clearer answer to both questions. Vygotsky's theory of development of mind was introduced to illuminate the case of P1, with additional insight provided through the lens of Relational Agency (2007b) to give further detail on key influences, drawn out using the case of P5. These are both presented in Chapter 7, and analysed using trajectories of professional development which point towards significant moments in trainees' professional development. The case of P3, whose trajectory drawing indicated an untypical shape during her second placement, was presented to problematize relational agency in terms of the, arguably, idealistic conception of professional practice upon which it is based. The issues which

arose from the analysis presented in Chapters 6 and 7 are given further consideration in the Discussion chapter.

1.6 Re-framing the practice of learning to teach as a social and relational practice

Findings from the analysis, discussed in relation to the research questions and the broader argument about the nature of teaching and, consequently, of learning to teach, are presented in Chapter 8. Here it is argued that a reductive view of learning to teach as competence-acquisition does not adequately represent the extent of the experience of the trainees involved in this study. The complex understanding of responsive practice evident in the data analysed in this study leads to the suggestion that professionalism might be understood as 'knowing what to do' during practice. The idea of distributed responsibility for training teachers is raised in the light of the experience of P3 and the importance of problem-solving is considered in light of Vygotsky's (Vygotsky, 1986, 1978) theory of concept development, as a way of understanding how meaning about practice is forged for these participants. The unique contribution of trajectories of professional development as mediational and evaluative tools are discussed as indicative of the process of professional development. After considering whether the field of development of professional identity could have achieved the aims of this study, the shortcomings of relational agency, revealed by P3's experience, are discussed in relation to mediational agency (Wertsch et al., 1993). This approach highlights the considerable importance to individual development of access to the tools of a social practice as part of the process of coming to interpret the meaning of that practice. The concept of the zone of proximal development (Vygotsky, 1978) is considered in relation to its relevance to fostering responsive practice, through explicit teaching/learning activity – an awkward translation into English of the Russian term *ubchenie* (Cole, 2009) which does not separate the activity of teaching from the activity of learning – aimed at establishing a trainee's readiness to progress in their understanding of practice and, therefore, develop professionally. The idea of trainees learning from professional colleagues who were highly responsive to seeking resolution to their problems is considered as modelling an approach to teaching which could be transferred by trainees into their own classrooms, possibly to the benefit of their pupils.

The final chapter returns to the debate, outlined at the beginning of this chapter, to address the issues in light of the findings. It is suggested that conceiving of learning to teach as the acquisition of a set of competences is wholly inadequate to describe the activity of trainee teachers during placement, judging by the data gleaned from the participants in this study. Not only that, but it is argued to be insufficient to explain the process of their professional development. Such an inadequate conception of a central concept will have a detrimental impact on any attempt to learn more about it.

It is therefore argued that training to teach could usefully be re-framed as a social and relational practice, emphasising the socially situated nature of learning espoused by socioculturalists. The trainee teacher, as a learner of a new social practice, is involved in a complex activity of forming an interpretation of the practice of teaching which is partly shaped by the professional colleagues who share responsibility for their development, in which access to the tools of the profession mediate understanding of the activity to support individual meaning formation. The contention is that trainees' learning about practice expands their understandings about practice, allowing them to view problems from new vantage points and see new ways in which to practice. Trainees'

individual learning about the social practice of teaching is considered to be the source of individuals' professional development.

The process of professional development, being social and relational, is also one which is highly specific to the unique set of circumstances which trainees find themselves experiencing during training. For the trainees in this study, the influences upon their trajectories of professional development are bound up with the meanings that arise in the course of the social practice and these meanings support their process of professional development. It is suggested that the highly situated nature of the unique set of circumstances in which trainees' practice develop requires a personalised approach to training teachers be attempted, and a consideration of whether this can be supported in a practical sense is offered. The implications of reframing learning to teach as a social and relational practice are discussed in relation to the current trend to view learning to teach as a far simpler process than indicated in this study. In particular, consideration is given to the findings of this study as relating to school-based teacher education, the role of HEIs in teacher education and the changes this may bring to the field of educational research. The limitations and contributions of the study are presented which relate to the study's intended aims.

1.7 A note on terminology

Changes over recent years means that the choice of terminology when referring to those qualifying to teach and the various programmes by which they can do so can be political. The wide-spread use of 'training' and 'trainees' in the literature reviewed and in the field has, combined with the participants' choice of this terminology, made them the prevalent terms in current use. Additionally, tendencies of secondary schools to refer to the children as 'students' was considered potentially confusing if trainees were to be referred to as 'student teachers'. Therefore, throughout the thesis, I attempt clarity by referring to those training to teach as 'trainees'. All those involved in the trainees' process of professional development are termed 'professional colleagues'. In the data selected for inclusion these are primarily staff in trainees' schools and can be assumed to be so unless stated otherwise. Staff are further identified by job title or role (such as Head of Department, or mentor). The children being taught are 'pupils'. The terminology of the particular PGCE course is adopted by naming the school teacher with overseeing responsibility for all trainees the 'Professional Tutor' and the subject leader from the HEI the 'University Tutor'. Furthermore, referring to the activity the trainees are undergoing as 'training' is following the prevalence of ITT in the field.

Throughout the interviews, the trainees were asked to reflect on the process of becoming a teacher as opposed to their professional development. This choice was made to avoid the potential of a confusing overlap with the commonly-used phrase 'continuing professional development' (CPD) which trainees would likely have been familiar with; two trainees, P3 and P6, participated in whole-school CPD provision whilst on placements. In academic literature CPD directs research into understanding the continuation of development of those established in the teaching profession (Campbell et al., 2004, Bubb, 2005). In general if the phrase 'Becoming a Teacher' is used, it is to refer to the data sources, for example when referring to the graphs, or quoting from transcripts, whilst 'professional development' is used in my analysis to refer to the process under research in this study.

The following chapter introduces the argument apparent in the field of research literature on training teachers and which has been brought to prominence by the recent upheavals in the teacher training landscape in England.

Chapter Two Learning to Teach

This chapter gives an overview of existing understanding of how people learn to teach, identifying the historical evolution of teaching as a profession with accompanying changes in ideas about what comprises the activity of learning to teach. The chapter also relates changing notions of professionalism and how this relates to changing ideas about professional learning and professional development. Inconsistent terminology is identified as an impediment to the research base on this subject and some clarification is offered as a contribution to current knowledge. A gap in the literature is identified prompting questions about the specific process of trainee teachers' professional development and the influences upon it. In seeking answers to these questions, Evans' (2011) theory of professional development is considered for suitability to answer the research questions addressing the identified gaps in current knowledge.

2.1 A Brief History of Training Teachers in England

This section gives an overview of the way teaching came to be considered a profession through changes at national level to structures of teacher training and qualification and presents the current state of teacher education in England.

2.1.1 Origins of a Profession

Prior to 1833, when the British government first awarded a grant to further the education of children, the provision of schooling in England and Wales was uncoordinated, depending on local churches and charities, with some grammar and public schools catering for the wealthier (Womack, 2011). As the century progressed, industrialists, who were keen to have a more literate workforce, and representatives of charities for children, who wished to abolish child labour, campaigned successfully for a gradual increase in government funding. By the 1870 Education Act, the purpose of which was to distribute provision of education more evenly across the country, a system of School Boards, funded by local rates, was established and remained in place until 1902 when Local Education Authorities (LEAs) were created to channel government funds by area (Gillard, 2011). By 1880 education was made compulsory for those aged between 5 and 10 and the school-leaving age increased slowly over the following century until, in 1972, it reached 16. With the expanding school population subsequent to the 1944 Education Act, an expansion of the teaching force was required. The era, which originated in the early twentieth century, of 'dame' schools, Sunday schools and charity schools, when well-meaning individuals took an interest in teaching children reading, writing and arithmetic, was ending (Womack, 2011) and posts for paid teachers arguably marked the beginning of teaching as a profession.

2.1.2 Notable Moments in Teacher Training

In 1846 the Pupil-Teacher Scheme was established, allowing some children to stay on in school for five years, assisting the class teacher and continuing their own education, after which, on passing an exam, they would qualify to teach in their own right (Gardner, 1998). In 1846 the College of Preceptors was formed to oversee the administration of the exam until the Elementary Education Act of 1870 which allowed colleges to certify teachers after one year's training (Womack, 2011). For twenty years, colleges assisted in the expansion of those certified to teach, until 1890 when university colleges began to offer day-training to teachers (Gosden, 1972). By 1902, teacher training had become a form of Higher Education, with LEAs linking pupil-teachers to schools (Gardner, 1998). During the early twentieth century a dual-access path existed, via training college courses, for trainees with an elementary education, and university courses for subject graduates to complete a post-graduate course. This initiated the primary/secondary division of routes to qualify with, respectively, a four-year Bachelor of Education degree and a one-year post-graduate certification. From 1974 onwards, it became compulsory for graduates to have a post-graduate certificate of education in addition to their degree (Gosden, 1972, p307) although the four-year education specialism remained an available option. These two routes into teaching are still in evidence today though not restricted to a particular stage of education.

For a decade after the Second World War it became easier to qualify to teach (Gillard, 2011) when emergency training of teachers was implemented. In 1960 Area Training Organisations administered 3-year courses for teachers, assessed by Joint Examination Boards; this method of training lasted until the 1980s when numbers taking the post-graduate qualification increased. The pace of change has increased in unprecedented fashion and the most recent fluctuations in the way state education works in England, through its varying bodies overseeing teacher training assessment and accreditation, are detailed below in a consideration of the effect of these changes on research into teacher training. Throughout the history of training teachers, a central concern has been to ensure maintenance of the supply of the teaching force (Barker, 2008), and many of the developments in training teachers were in response to the increase in the number of children receiving full-time education. A brief overview of policy reform significant to teacher training are presented next.

2.1.3 Teacher Training and Policy Change from the Education Reform Act (1988)

The Education Reform Act (ERA) of 1988 allowed for state schools in receipt of funding from Local Education Authorities to 'opt out' and be maintained by government grant. This was a departure for state education and is viewed by some as a key turning point in the sector (Leaton Gray and Whitty, 2010, Barker, 2008, Crook, 1995, Ball, 1994). The idea of freedom from the cumbersome LEAs appealed to about a quarter of state schools (UK Government, 2013). By 1992 the policy of encouraging schools to leave LEA control was made explicit in the White Paper which also introduced the Office for Standards in Education (Ofsted) (Department for Education, 1992a), replacing the previous schools' inspectorate in a step to make schools more accountable for their work (Trushell, 1999). The intention to implement professional standards for teachers was outlined in the White Paper 'Teaching: High Status, High Standards' (Department for Education and Employment, 1998) and was fully functioning by September 1999 along with standards-based assessment for the award of Qualified Teacher Status (Martin and Cloke, 2000) in a further move towards accountability. The Standards have been updated three times since then, first in 2002, then again in 2007 (Training and Development Agency for Schools, 2007), under which the

participants in this study were working, and the most recent ones which have been in place from September 2012 (Department for Education, 2012). The current standards have already been subject to revision (Department for Education, 2013b) in which version the standards are applicable to qualified teachers as well as those working towards Qualified Teacher Status (QTS). This change aligned with the then coalition government's 2010 White Paper (Department for Education, 2010) in which Michael Gove, the Secretary of State for Education, set out the vision for the future of education in England and Wales. The implications of this paper are considered in the following section.

2.1.4 Teacher Training and the Coming Changes

The arrival in power of a coalition government in May 2010 had implications for education as set out in the November publication entitled "The Importance of Teaching" (Department for Education, 2010). The document declared its aim to be "whole-system reform" in the cause of ending social injustice implied by the small numbers of poor children gaining places at England's top two universities (ibid., pp6-7). The key to this systemic reform is declared to be in the hands of teachers and the intention is to free them to be able to do their job as they see fit, increase their professional status and then, "having freed schools from external control, hold them effectively to account for the results they achieve" (ibid., p8). In the section of the paper which deals with Teaching and Leadership, there is a clear intention to improve the quality of teachers entering the profession – by withdrawing funding for any applicants attaining less than a lower second degree – and by reforming the initial training of teachers to increase the amount of time spent in the classroom – or "learning on the job" as the report phrases it (ibid., p23). For those entering the profession there are increased choices of routes in, with various school-based or school-only training programmes available. A new national network of Teaching Schools along the lines of Teaching Hospitals was envisaged; Teach First was planned to expand, accompanied by a new Teach Next programme to attract "high-fliers" (ibid., p21) into teaching from other careers, including academics (Researchers in Schools) and ex-soldiers (Troops in Schools). In general, the intention to increase the number of teachers who qualify through school-centred provision of training was envisaged with university-accreditation in support. University Education departments adjudged to be less than 'Good' or 'Outstanding' were to have their accreditation removed.

By December 2013, the Department for Education (DfE) website declared its intention that half of teachers train in schools by 2015, in partnership with accredited providers of teacher training, boosted by the expansion of School Direct; a declaration reiterated elsewhere by the then Secretary of State for Education (Gove, 2012b). The School-Direct myth-busting page has revised this, stating that by 2015-16 over half of post-graduate training places will be school-led (Department for Education, 2015). School Direct, which came into being in 2012, allows schools to employ their choice of unqualified individuals and undertake the training of them as they teach (Department for Education, 2013a). Schools, with accredited institutions, devise training programmes, arrange for trainees to experience at least two school placements, and prepare them for QTS assessment against the Teachers' Standards.

Beyond the stated wish to have more children from poor backgrounds attending Oxford and Cambridge universities, the basis for this significant shift towards school-based training is not entirely clear, and the argument for giving schools freedom to train teachers is not made in the White Paper. However, supporters include those who consider schools to be the perpetrators of

social inequality (Hargreaves, 2014) although critics say it is “encouraging collusion in sustaining inequality” (Lumby and Muijs, 2014, p537). How much is currently understood about the way teachers learn to teach? How is their development influenced by practical teaching experience? They may be learning on the job, but is it known *what* they are learning?

Before turning to an in-depth consideration of the literature, a brief section follows considering the rapidity of educational change in England as an influence on the generation of knowledge about the professional development of trainee teachers. The literature is considered to be characterised by inconsistencies in terminology reflecting the increasingly rapid changes in the educational landscape of England. An overview of these influential changes are now presented and it is suggested that the fluctuations of policy have created problems in the field of teacher training research, particularly in the way that the training of teachers has become understood as competency-based training. The aim is to contribute to one aim of this chapter in seeking to emerge with clear terminology to employ throughout the rest of the thesis.

2.2 What’s in a Name?

The UK government department responsible for education has, itself, been through 6 name changes since 1992, and currently bears a previous name: the Department for Education. Name changes have also been experienced by the teacher training and accreditation bodies created to lead individuals to the award of QTS, jobs once done by Universities and LEAs. CATE (the Council for the Accreditation of Teacher Education) established in 1984, was replaced by the Teacher Training Agency (TTA) in 1994 and later the Teacher Development Agency (TDA) in 2005 (Whitehead, 2011). Teacher training became the responsibility of the Teaching Development Agency from 2012 until it was merged with the National College in 2013 (Department for Education, 2013c) to become the National College for Teachers and Leadership (NCTL) which oversees accreditation as the range of institutions able to train individuals to QTS increases. Some doubt about the effectiveness of incessant change is voiced in the literature (Barker, 2008, Ball, 1994) which includes concern about the impact on teachers’ professionalism (Lang et al., 1999, Day, 2002) and the implications on the practices of teachers in schools (Friedman et al., 2009) brought about by such rapidity of change.

Name changes indicate accompanying alterations in policy which influence teachers’ daily work and direct the work of training teachers. It has been argued that policy terminology contributes to a prevalent discourse about teaching which can influence perceptions of the profession, with the teacher as artist, or gardener, being replaced by a presentation of teacher as technician (Sultana, 2005). This is perhaps typified by the move towards a set of Professional Standards in England (Department for Education and Employment, 1998) which anatomises the work of teachers into competences, skills and behaviours. Although at the time the Standards were challenged as incomplete (Reynolds, 1999) the idea was applied, simultaneously with a national curriculum for initial training education, to trainee teachers, and initially consisted of some 100 elements (Whitehead, 2011). The Standards, however, have not been immune to reform. The four versions since their implementation have reflected policy-makers’ views about training teachers (Storey, 2007, Stanley and Stronach, 2012), the two most recent occurring during the last government’s stewardship of education in England.

Some argue that the introduction of the Standards is an attempt to diminish the work of teachers, resulting in an 'inadequate' representation of what they do (Stanley and Stronach, 2012); others that any removal of the Standards will leave teachers undirected and in a state of professional uncertainty (Delandshere and Arens, 2001). However, the most recent independent government review of the current provision of ITT in England (Carter, 2015), welcomes Professional Standards (Department for Education, 2012) as setting out common expectations in the sector regarding trainees' knowledge, understanding and skills but finds variability in the content for initial teacher training programmes (Carter, 2015). Noting gaps in subject knowledge development and subject-specific pedagogy (ibid., p6), Carter's focus seems to be on the practical elements of teaching and therefore on that which schools, rather than HEIs, can provide. However, research on the views of over 700 teacher educators shows that those with current experience of visiting trainee teachers in schools have strong reservations about the preparedness of schools to take on the role of bringing new entrants to QTS (Hodgson, 2014). Shifting learning to teach away from HEIs, noted by a recent report (Universities UK, 2014), may impact on provision in those institutions and which some think may lead to a 'local' professionalism, (Whitty, 2014) with school-based training balkanising the types of teachers schools produce.

The Carter report appears measured in its views of the recent changes in ITT and supportive of moves to increase the autonomy individual schools of all types could enjoy; but some research suggests that the language of increasing schools' and teachers' autonomy in influential policy documents may be at some remove from policy enactment. Focusing on the coalition government's 2010 White Paper 'The Importance of Teaching' (Department for Education, 2010), Lumby and Muijs (2014) argue that the language is corrupt, hiding an intention to continue a more repressive policy trend which others fear will eventually "[reduce] the amount of control and discretion open to teachers" (Furlong et al., 2000, p170). Agendas of different political parties have been scrutinised in connection with the political changes (Furlong, 2005, Evetts, 2013) and related to the changing nature of professionalism (Furlong, 2008). Furlong asserts a connection between politically-driven agendas and the enactment of teaching with implications for the way teacher professionalism is understood. The literature on teaching professionalism is detailed below but it is clear that these "turbulent times" (Whitehead, 2011, p27) have prompted a lengthy period of transition for both the notion of professionalism for qualified teachers and the closely-related field of ITE (Hargreaves D. H., 1994).

Inconsistencies of terminology in the field have an impact on the clarity of the field of research. The accompanying change in terminology for 'teacher education', then 'initial teacher education' and now 'initial teacher training' means that these terms are in danger of being conflated (Simco and Wilson, 2002), especially in research undertaken during times of rapid change. Professional education or training is sometimes used without distinction, appearing in work about teachers' professional learning (Tang et al., 2006, Kwakman, 2003), or their professional development (Moussay et al., 2011, Hess, 2009, Ashby et al., 2008). Rarely is the terminology clarified, although the assumption that teaching and learning are related is constant.

According to Whitehead, policy initiatives which purport to make teaching an all-graduate profession conflict with re-naming the way they learn to do so as 'training' (Whitehead, 2011). Some literature has interpreted the change of terminology from teacher 'education' to 'training' as indicative of a further attempt to de-professionalize teaching in the UK (Friedman et al., 2009). Others argue that teacher 'training' emphasises a view that teaching is essentially a quantifiable skill set that can be learned within school-based practice (Mutton et al., 2010, Hagger and McIntyre, 2006) whereas teacher 'education' with its historical connections with HEIs suggests a

complex and evolving activity (Beach and Bagley, 2013). This type of research seeks to create a dichotomy between teacher education and teacher training, with the latter being presented as a lower status version of the former. Research into teachers' professional learning, sometimes refers to the prescribed view of that learning conveyed by the Standards (Tang et al., 2006) but may also refer to the in-built opportunities for learning which trainees participate in during their training programmes (Harrison and Lee, 2011).

Whether the view is taken that learning to teach is a matter of skills acquisition in schools, or it takes the form of an almost-nebulous and complex array of skills which can only develop over time, it is argued that the competence-view fits more to the view promoted by the Standards initiative (Furlong, 2005) and is considered by some to reflect prevalent trends in the increasingly prescriptive teacher training landscape (Passy, 2013). One objection of those sharing this view lie in the implication that learning to teach is a matter of acquiring a finite set of skills which leads to the view that once the boxes are ticked the learning can stop and the teaching can begin (Douglas, 2011). Viewing the skills of professional practitioners as finite is at odds with a view that the practice of teaching requires enough flexibility amongst practitioners to be able to respond to the hugely varying circumstances of life in the classroom (Le Cornu, 2009, Atkinson and Claxton, 2000). Criticism of 'inert' Standards (Cohen et al., 1996) queries whether they can be of use in responsive professional practice. Evans (1997) argues that a restricted view of professional learning can ultimately threaten processes of innovation inherent in professional practice. One notable work harnesses the notion of teachers' professionalism to professional learning and is considered in more detail in the following section (Hargreaves, 2000); it is relevant here because Hargreaves argues that teachers' learning is at the heart of the process of professional development and develops over time.

Associating professional learning with trainees' acquisition of knowledge and skills arguably carries with it a compartmentalised view of teaching compatible with a competences-based view of the work of teachers in which short-term 'training' can equip individuals with necessary skill-sets to do the job competently: to be "good enough" (Beauchamp et al., 2015, p157). Connotations of trainee teacher education are, debatably, better matched with an epistemology of teacher training as a complex activity and the beginning of a long-term, developmental process towards becoming a teacher (Day, 1999). The influence of messy terminology upon research in this field means there remains debate and unanswered questions about how individuals come to be teachers. It is one of the aims of this study to make a contribution to understanding this transformation as one of trainee teachers' professional development.

In this thesis, the argument relating learning about practice to professional development is examined. The relationship between individual learning, about practice, and professional development is considered fully in Chapter Three from a sociocultural perspective, and is extended to argue that learning about practice leads to professional development and, therefore, learning about practice is an intellectual requisite for becoming a classroom practitioner. Considering professional development requires some understanding of what a professional practitioner is and, as such, the literature on professionalism is reviewed in the following section, presenting some of the evolving views of professionalism generally, then to teaching in particular. This precedes a review of conceptions of professional development of individuals within the teaching profession and a subsequent consideration of the literature concerning professional learning and professional development.

2.3.1 Professionalism and Teaching

A contested, some say paradoxical notion (Hoyle, 1983), professionalism is a conception which has come gradually to teaching, in step with the historic changes outlined above and argued by some to be closely associated with a high degree of specialised knowledge, and the skill to apply it (Langford, 1978) in non-routine or problematic situations (Hoyle, 1983); some argue that belonging to a profession confers a degree of status (Lawton, 1996) and an element of exclusivity (Perkin, 1983) for those considered to be members. Some view professionalism as originating at a time when few had access to a university education and link this elite to the professional whom the lay person could trust to take decisions on his behalf (Evetts, 2013). These trusted professionals may have operated individually but, when engaging in professional activity with colleagues, were arguably also guided by in-house professional codes, whether through explicitly formulated codes of conduct or regulations (Langford, 1978, Sockett, 1983) or in more tacit socialization processes (Jordell, 1987). Considered by some to be mediated by professional terminology and language (Bauer, 1999), professionals have identifiable normative behaviour acceptable within the professional group (Evetts, 2013).

Hargreaves relates the rise of professionalism in teaching in England to the evolution of the social environment in which teaching operates, “Four Ages of Professionalism” (Hargreaves, 2000). His analysis begins in 1904 with the introduction of mass state education with the practicalities of large classes fostering a transmission style of teaching, traces of which are still evident, to Hargreaves’ mind, in teachers’ practices today. These teachers learned entirely within schools, dependent on the specific circumstances of their individual schools and consequently the quality of learning was variable. Whitty’s (2014) remark on balkanisation springs to mind. Hargreaves’ second and third ages span the progressive education of the 1960s and what he terms a collegial professionalism of the late 1980s, the latter a time when some teachers turned to each other to help manage the ballooning number of responsibilities placed on them. When writing, he felt that teachers were on the cusp of the fourth age, which he termed “post-professionalism”, characterised by an “assault on professionalism” (ibid., p168) by those intent on de-professionalizing teaching. Hargreaves’ assessment of 100 years of teaching is neat and argued from the point of one who wishes to see a strengthening of collegiality amongst teachers which aims to assert an understanding of teaching professionalism which derives from what is helpful to teachers, rather than accept an idea of what it ‘should’ be imposed from those who don’t do the job.

Hargreaves is not alone in identifying a negative trend in the understanding of teachers’ professionalism. Hanlon (1998) describes an individualistic professionalism when teachers enjoyed considerable autonomy replaced, subsequent to the expansion of the welfare state, post-second world war, by a social service professionalism which helped to gradually erode trust in the professional as knowledgeable expert. The expanding welfare state and its increasingly prescriptive presence (Trushell, 1999) is the subject of research identifying a trend for ‘performativity’ (the change in teacher behaviour in response to state initiatives assessing their performance in terms of output) to identify a *new professionalism* (Hargreaves D. H., 1994, Morely, 1999, Storey, 2007, Storey, 2009). For Ball (1994), as for Andy Hargreaves (2000), teacher professionalism became conflicted with the growth of marketization in education, and, in this view, self-interest is privileged over individual morality (Ball, 1994, p144). Some claim that wider trends in capitalism engendered a commercialised professionalism (Hanlon, 1998), and whilst this could be seen in terms of broadening the range of teachers’ skills beyond the technical to include

managerialism and entrepreneurialism (Hanlon, 1998), some warn that this redefinition of professionalism has shifted the educational discourse away from the matter of guiding children's learning to focus on economic efficiency, effectiveness or accountability (Evetts, 2013).

In teacher professionalism literature, the role of the state often surfaces in negative portrayals of government as, at best, an unwelcome interferer in teaching matters (for example Perkin, 1983, Lawton, 1996, Hanlon, 1998, Rassool, 1999). While acknowledging that the state wishes to control teacher supply as pupil population fluctuates (Perkin, 1983), Gosden's account of the growth of teacher professionalism traces the fight for professional status wrought by the National Union of Elementary Teachers, later the National Union of Teachers (NUT), in the face of unhelpful, at times obstructive, government action (Gosden, 1972). Gosden reports that professional status for this teaching association included a drive for graduate recruitment, security of tenure, superannuation and the right "to be free of obnoxious interference" (1972, p2). Behind the almost comedic phrasing of this last objective lurks a central issue in many accounts of teacher professionalism: that the professional is entrusted as agent in the application of specialised knowledge in a way deemed apt *by the professional* for the benefit of the client. Other criticism identifies negative effects on children and teachers from the obstructive effects of successive educational policy reforms (Barker, 2008, Day, 2002), although some express hope for a democratic professionalism in the future (Whitty, 2002). Furlong gives a detailed narrative of recent teacher education describing a 30-year trend, through successive political parties, to New Labour's achievement of "a more 'managed' professionalism" (Furlong, 2005, p123). A concern, for Furlong, is the shift in terminology, outlined above, from teacher education to teacher training, and those learning to teach as 'trainees' rather than 'students', the implication being that teaching as a skills-set could lead to over-simplified training packages which prospective teachers could then undergo. Additionally, it was Furlong's contention that the process, evident in the 1980s and 1990s, could extend to policy-makers the power to define what constitutes a professional teacher. The ubiquity of Teachers' Standards and the accompanying focus on competences could be interpreted as supporting his view. The professionalism literature reveals a tension where the association of professionalism with agency, or a certain amount of autonomy, is positioned in opposition to policy interventions.

However, change can also be expressed more positively as transition or re-formation (Furlong et al., 2000, Leaton Gray and Whitty, 2010). Some research identifies views of teaching, rather than being a practice or a profession, has been seen as a craft, a moral enterprise, or as an aesthetic or scientific undertaking (Coldron and Smith, 1999), pointing out that the durability of these 'traditions' evident in teachers may therefore influence trainees. Others identify teaching, originating in the church, as a vocation (Martinez Larrosa, 2010), or a calling with a moral basis (Jackson, 1999) and comprising a strong element of caring (Noddings, 2003). Stronach et al (2002) in their consideration of teacher and nurse professionalism, counter altruistic views of teaching when they refer rather wryly to the "mythic status" (ibid. p11) of the individual professional as an agent for good which these professionals never actually achieved.

If professionalism in teaching can be considered an evolving concept (Stone-Johnson, 2014), the literature also conveys an uncertainty, supported by some empirical evidence (Swann et al., 2010), that the meaning of 'professional' is a fragmented, pluralistic and fluid term (Stronach et al., 2002). Evetts distinguishes between two different forms of professionalism (2013): organizational and occupational. Organizational professionalism is a managerial tool, echoing aspects of Furlong's 'managed' professionalism, where discourse is a means of influencing the way definitions of professionalism are used. This echoes Furlong's view on New Labour's

introduction of the word 'accept' in the 1998 Green Paper, in relation to teachers' professional duties of accountability, responsibility, partnership and change (Furlong et al., 2000). Acceptance implies to Furlong that members of a profession show belonging through the replication of normative behaviours and language patterns. Evetts' second type of professionalism is occupational professionalism, where discourse arises *within* a professional group, evolving professional authority which grows out of debate on ethics and values of importance to that group. Although the term 'occupational professionalism' is rather clunky, the distinction between a definition of professionalism that grows between practitioners – for instance, at the micro-level of the day-to-day job in schools – as opposed to that which formal discourse offers in an attempt to shape day-to-day behaviour of practitioners, is useful to keep in mind when considering the experience of trainee teachers placed alongside professional colleagues in schools. If professionalism is a fluid concept (Stronach et al., 2002), then enactment of professionalism will manifest differently, over time and local contexts and trainees, whose experience is limited to the examples of professionalism encountered on their teaching practice placements, may be influenced by these as they learn to teach.

However, the trainee teacher is neither a fully-fledged member of the teaching profession *or* the school institutions where they train. What does professionalism entail for trainees? Although the word is prevalent in teacher training documents, it is rarely defined despite its seeming importance. The handbook distributed to the trainees who took part in this study states that failure to establish and maintain professional relationships may lead to de-registration (Confidential University, 2008-09). Mentions of professionalism in the Standards often refer to expectations of behaviour, duties and responsibilities: trainees "use local and national statistical information to evaluate the effectiveness of their teaching"; they "plan homework...to sustain learners' progress"; they demonstrate "the positive values, attitudes and behaviour they expect from children and young people" (quoted from the PGCE Coursebook Confidential University, 2008-09, pp 78, 82 and 74 respectively). The Standards set out a professionalism conceived of as a form of teacher behaviour which complies with the expectations of an occupational or organizational group; but a trainee on entering the profession cannot be a full participant in it. Training is a time when the trainee is making sense of the profession and their own activities are contextualised within this. The way a trainee may be perceived, during their period of training to teach then, is as a person who is embarking on a journey towards becoming a teacher and as they do so, developing understanding of the meanings inherent in that professional practice. Developing understandings about professional practice is argued to be a fundamental part of trainee teachers' professional development.

This research is concerned with tracing the professional development of trainees during their PGCE year. This research contends that the placement on teaching practice, interacting with members of a profession, is highly influential upon what a trainee learns about professional practice and, therefore, upon their professional development. The following section considers training to teach as the starting point of professional development and relates professionalism to professional development as presented in the literature.

2.3.2 From Professionalism to Professional Development

The view in the literature of professionalism, despite its variety, can be described as a group of people whose behaviour has some commonalities through their shared occupational field. This

raises the question about how the behaviour of individual professionals develops commonalities defined enough to form a generalised account; and, from this, how individuals new to a profession become integrated within it. To begin to answer this, socialisation research, begun in the 1960s, became a focus for some educational sociologists seeking an explanation for the “*process of socialisation, the hidden curriculum of training, the development of occupational cultures, trainees’ survival strategies etc*” (Atkinson and Delamont, 1985, p308, original emphasis). Seminal work in the field traces the impact of experience as pupils in the classroom as formative to the behaviour of teachers entering the profession (Lortie, 1975). Although it was recognised by some that contextual influences varied and contributed towards varying outcomes (Lacey, 1977), Atkinson and Delamont (1985) detected a decrease in socialisation research. Their explanation is a coincidence of a growing focus on professional learning unrelated to education, practice and profession-wide organisation and a lack of an adequate account of “cultural transmission and knowledge management in the reproduction of the professions” (ibid., p314). The interest in how people came to be considered part of a professional group did not, however, entirely disappear as the above review of the professionalization literature shows. Research into how people become teachers continued, although few studies involved trainee teachers. One study which found the structural influences of training experience to be the most influential worked from the recollections of experienced teachers (Jordell, 1987). Another paper considered the ‘micro-politics’ of schools as institutions, crediting as influential those networks of relationships which guide professional interests during induction of qualified teachers in their first year (Kelchtermans and Ballet, 2002).

Although socialization work has declined, its legacy is evident in those studies examining the influences trainees experienced in schools, for example from their mentors (Yeomans and Samson, 1994, Furlong, 2000b, Lock et al., 2009). As noted above, the role of the mentors came to take on greater significance after Circular 9/92 (Department for Education, 1992b) increased the amount of time trainee teachers were to spend on placement in schools, giving mentors a key role (Cohen et al., 1996). At best, mentors offer ‘advantageous’ relationships (Herbert and Worthy, 2001) although the mentor, as both guide and assessor, creates ambiguities which can make the role problematic (Edwards and Protheroe, 2004). Widening consideration beyond mentors as influences included trainees’ professional colleagues in the workplace (Oberski et al., 1999), although their influence cannot be assumed to be always positive (Hodkinson and Hodkinson, 1997, Johnston, 2010) and may be highly dependent on existing professional networks, such as those in the departments where trainees are placed (de Lima, 2003).

Researching learning outside formal training programmes was advanced in the field of ‘experiential’ (McNally et al., 1997) or informal professional learning, although work on trainees is again rare. One study of Newly Qualified Teachers (NQTs) found that they considered their non-formal experiences more influential than pre-arranged opportunities within their training programmes (Williams, 2003). Additionally, a study of first-year teachers in Scotland identified as ‘informal’ influences the emotional and relational experiences of individuals (McNally et al., 2009). One of the few studies of trainee teachers (Hodkinson and Hodkinson, 1999) cites ‘tacit acculturation’ as an influence during non-teaching activity. This rather mysterious process results in trainees holding the practice of teaching in higher regard than its theory, privileging the learning they gain from professional colleagues over learning originating in their HEIs. The formalised acknowledgement of the impact of professional colleagues, and mentors in particular, on trainees can be seen in the introduction of specific tools which focus on their professional development. One such is the professional learning conversation (Harrison and Lee, 2011) although this study finds that a great deal is dependent on the conversational skills of those

involved. Harrison and Lee observe that although the learning focus may be prescribed by a training programme, the learning conversation exposes trainees to cultural values shared amongst those already in the profession. 'Progress maps' (Tang et al., 2006) are another example of a tool dependent for effectiveness on participants' interpretation of the focus of the collaborative activity. These studies indicate the way research has capitalised on previous research findings, recognising the impact of collaborating with other professional colleagues as highly influential in how professionals develop. Additionally, they have in common an interest in making professional learning an explicit element of professional development.

Hargreaves argues that the relation of professional learning to professionalism is not static, but evolves as the wider educational landscape changes (Hargreaves, 2000). His third 'age' of professionalism, during the mid-late 1980s, was a time when teachers' collegiality blossomed and when professional development became linked with career training and In-service Training (INSET) provision. The provision of professional development opportunities outside schools is contrasted with the fourth age with its shift to training teachers in schools "where practice can, at best, only be reproduced, not improved." (ibid., p168). Hargreaves' call to return to the third age is based in part on the way professional development gained recognition for supporting a capacity for innovation within the profession. Key to an innovative profession is defining "professional learning in more positive and principled ways that are flexible, wide-ranging and inclusive in nature." (ibid., p153). Given the prevalence of change in the education sector, flexibility might rightly be a valuable attribute for a professional to develop.

In summary, the literature upholds a view that professional learning is required for individuals to become integrated members of their profession. Views of professionalism, therefore, become connected in the literature with the professional learning of teachers. Research evidence which argues that teachers' learning should be 'grounded' in their own practical experiences has been translated rather clumsily in the UK to arranging for trainees to spend longer in classrooms. Where a sociological approach envisages "reproduction" of professional practice and a danger that 'practice makes practice' (Britzman, 2003), research into professionalism indicates incorporation of professional learning is a key element of innovation in teaching practice. Innovative social processes require a developmental aspect to be admitted to views of how teachers learn to teach and continue learning throughout their career. To my knowledge, in the limited literature on trainee teachers the specific relation of professional learning to professional development appears rarely. This relationship is given full consideration in Chapter 3 where sociocultural approaches are introduced to shed light on the process of professional learning and professional development. Current knowledge of professional learning and professional development is presented in the following section.

2.3.3 Professional Learning and Professional Development

A review of the literature on professional development of teachers covering 111 articles over a ten-year spell in just one particular journal finds there is concurrence that "professional development is about teachers learning" (Avalos, 2011, p10). According to Avalos, focus on teacher learning may indicate a move away from views associating teacher professional development with INSET. In the related field of research into Continual Professional Development (CPD) a terminology of professional learning is preferable to the passivity connoted by professional development where development is 'done to' a teacher (Bleicher, 2013). Avalos

finds a trend positioning the teacher as active in the process of their development and it is Avalos' view that "at the centre of the process, teachers continue to be both the subjects and objects of learning and development" (Avalos, 2011, p17). Although teachers' learning is concluded to be central to professional development, the literature offers negligible insight into the precise relationship between learning and development. Work pertaining to trainee teachers' learning is rather thin on the ground: Avalos' review identifies only 13 of the 111 articles addressed this and, of those, only two researched the English system. This study aims to contribute to the limited existing knowledge.

Relating specifically to training teachers, learning about practice has become associated with reflection on that practice (Schön, 1987), deriving from Dewey (Miettinen, 2009, Dewey, 1933) and aiming to foster 'self-regulating learners' (Ertmer and Newby, 1996) who develop from those whose reflections on their action take place after the event to becoming able to reflect-*in*-action. Integrated into assessment programmes for trainees since the mid-1990s, the assumption was that reflection about one's teaching and the teaching itself could eventually occur coevally (ibid.) and become an established part of trainees' learning (Clarke, 1995). Requiring trainees to be open and honest self-assessors of their experiences, reflective journals provided trainers with an unprecedented insight into individuals' learning processes (Francis, 1995) which raised new tensions when incorporated with the assessment procedures for QTS (Ingleby, 2014). The problem of writing for the assessor, also found in experienced-teachers' portfolios (Berrill and Whalen, 2007), was not the only criticism of learning based on reflection. Portrayed often as an individual writing pursuit, the practice has been criticised for overlooking exactly those social aspects which some research identified as influential to the learning process (Kotzee, 2012). Querying the extent to which learning about teaching can be achieved whilst one is actually teaching, Kim and Hannafin (2008) suggest as an alternative for trainee teachers a 'case-based' system of learning, in which they are encouraged, in partnership with professional colleagues, to examine events in classrooms without participating themselves. Later work extends the usefulness of the approach as a way to close the gap between theory and practice for trainee teachers (Korthagen, 2010), applying theoretical analysis of increasingly long videos of themselves teaching to support growing understanding of the relation between the two, pertinent to their own practice.

Although reflection-*in*-action may have been criticised, reflection-*on*-action remains well-established in connection with learning (Henderson and Noble, 2015, McIntosh, 2013, Urzúa and Vásquez, 2008, Nissilä, 2005). The view that reflective learning practices must move away from the individualised, cognitive bias to acknowledge the embodiedness of learning experiences (Jordi, 2011) raises the question of varieties of contexts again. Hagger et al (2008) claim that all trainees learn on practice but note that learning varies amongst individuals, recommending that trainers should ask trainees questions to prompt their reflections. Together, these researchers are acknowledging the large variables existent in conceptions of professional learning. A theoretical overview of developments in learning theory applied to teacher learning claim the influence of a 'situative perspective' (Putnam and Borko, 2000). This incorporates views of cognition which acknowledge the highly influential nature of contexts in individuals' learning processes. The context of the school and the varieties of activities within them are highlighted as influential to teachers' professional learning (Jurasaitė-Harbison and Rex, 2010) and include routines and traditions which may be uniquely produced. A study with a sociocultural perspective suggests that teacher learning is a term to describe the process of novices moving towards expertise (Kelly, 2006), suggesting a process of development in which learning is a driving force.

If learning is accepted as driving development, the question becomes development towards what (Terhart, 1999)? In a competences-focused environment, the need to develop in accordance with recognised Standards supplies a straightforward, if limited, answer but, as Harrison (2006) points out in her paper examining the language of Standard One, referring to 'professional values' makes interpretation by those in schools highly subjective and variable. Consideration of compliance with Professional Standards leads Goepel (2012) to suggest that the professional attributes required from those in a position of public trust are in danger of being eroded, if it is the case that professionals are those entrusted to use their own judgement to decide what to do. Specifically relating to trainees' professional development there is a tendency for research to underplay the significance of this initial stage. One well-known model of teachers' professional development (Huberman, 1989) covers a life span in the job, but not only misses out consideration of the training stage entirely, but glosses over years one to three as a period of "survival" and "discovery". He went on to develop his model further (Huberman, 1992), this time delaying the onset of teachers' professional development until year five. Dismissing such a formative period is unjustified. Rather the word "discovery" is of some interest to a conception of early development which positions new-entrants to a profession as engaged in a sense-making process of professional activity.

The most ubiquitous model, as the research studies cited in the following paragraph exemplify, is Fuller's stage model (Fuller, 1969) of trainee teachers' concerns. The model is explicitly developmental and traces changes in focus of trainee teachers' concerns throughout their training, offering what seems to be a robust account which allows a generalisation of early professional development. Incorporating many external factors as influential, the main emphasis is placed on the way changing concerns of teachers have impact on what they do in the classroom. This research, focused on the early stages of becoming a teacher, is particularly relevant to consider in relation to this study. Fuller's model was based on a review of six published and two unpublished studies and was supplemented by two small-scale studies of education majors who went on to become student teachers in America. The first involved three successive groups of six, eight and seven trainees, meaning the author based his model on data from twenty-one participants. The second was based on twenty-nine trainees. In the first, the students met confidentially with a counsellor for two hours a week for one semester during their training year and transcriptions were analysed for comparison with the findings from the literature review. The second study asked trainees to write down, during their lunch, what they were currently concerned about. Fuller used the data from his own and the other studies to identify changes in trainees' concerns through three stages: the pre-teaching stage of non-concerns about events other than teaching; the early teaching stage when concerns tend to be with oneself, either overt – voiced within the professional group – or covert – regarding anxieties about individual adequacy which are less likely to be shared amongst co-workers; and late concerns which tend to be focussed on matters relating to pupils. This latter stage was declared necessarily tentative since it was drawn only from Fuller's two studies, there being so little research on the end stage of trainee development at that time.

The concerns-based model, influenced, possibly, by Maslow's hierarchy of needs (Maslow, 1943), characterises the variety of experiences of teacher training as a transfer of concerns from self to others. It has been applied in research studies and found to reflect concerns of trainees more recently (Pigge and Marso, 1997, Conway and Clark, 2003) finding common ground with theories of self-efficacy (Smith et al., 2013). This change of focus could be attributed to the effects of the training course, although some research claims that the effects of training programmes should not be over-estimated (Bramald et al., 1995). As well as being widely-cited, Conway and Clark

point towards critics who credit the model for growing individualism in teaching (Conway and Clark, 2003). Regardless of the validity of that claim, it is clear that the focus is undoubtedly on the development of the individual through their training experience although there is no examination of individual qualities. A further concern is that the context of teaching is simplified to a generic experience without acknowledging any details or variations. Furthermore, Fuller does not specify a destination for this development; is his implication that trainees developing concerns focused on pupils will therefore teach those pupils effectively?

Given the criticism of competence-based evaluation of teachers' work presented above, the search for an alternative comes from those researchers who argue that a complex activity requires a view of professional development which is equally complex. This is exemplified in the work of Day (1999). Noting as others have, the effects on professional practice brought about by changes at state-level (Day, 2002, Day, 2003), Day's research focuses on the personal aspects which enable teachers to continue with their work. His research considers the place of emotions in the work of teachers (Day and Kington, 2008) and how these affect teachers' sense of who they are; his work on teacher identity also informs us that resilience has become, in his view, a crucial element of teachers' working lives (Gu and Day, 2013). Like Huberman, Day sees the development of the professional teacher as a life-long process. Unlike Huberman, Day explicitly connects professional learning with the individual learner, putting them at the heart of a process of professional change which is applicable to them and the profession more widely. For Day, professional development is:

“...the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purposes of teaching...”
(Day, 1999, p4)

The inadequacy of a purely competence-based view of teaching is replaced with a view of teachers as having a moral purpose in the education of young people which sits uneasily with a managerial, view of “teacher-as-employee” (ibid., p68) and a competence-driven appraisal of teacher effectiveness. His criticism of competences as atomised and “static” (ibid., p55), echoes others' objections (Cohen et al., 1996) and are presented as impediments to the individual teacher, active in the process of their professional development. Day attributes the implied agency in professional development to individual teachers' ‘abilities’ to capitalise on the learning in the contexts within their work, where learning includes experiences which are of “benefit to the individual, group or school and which contribute...to the quality of education in the classroom” (Day, 1999). Day follows Huberman in considering ‘novices’ to be those in the first three years of teaching, and views as influential their individual ‘abilities’ with theoretical and practical matter, as well as an ability to capitalise on the learning in their practice contexts (Day, 1999, Flores and Day, 2006). However, Day does not address how individual ‘ability’ relates to context; Day's process of professional development proposes that teachers “acquire” (ibid., p4) the essential attributes which comprise good professional practice. The view that development requires an ability seems problematic and is a further example where research into professional development which fails to adequately theorise the relation of individual learning to professional development.

Before moving on, it should be considered whether, given the paucity of theorising the earliest stage of teacher development, the trainee stage should be separated from teacher development generally. However, the view that trainees may be in a state of flux (McNally et al., 2008, Kardos and Johnson, 2008) or experiencing 'praxis shock' (Flores, 2001, Gold, 1996) is no reason to dismiss attempts at understanding what experiences are formative to budding professionalism. The existing models discussed here attempt to make generalised statements about trends in professional development, whereas the literature identifies the complexities of researching a process where such a vast range of variables exist in the relation of individuals and contexts. From sector-wide generalisations such as Fuller and Huberman offer, the view of individual learning offered by Day seems to have the potential to arrive at an understanding of some of the intricacies of the process as individuals' experience it, albeit requiring a theory linking learning to development. As such, the following section will examine a model of professional development (Evans, 2011) which grew from the author's work on initial teacher training but evolved towards a more generic application. By way of arriving at a full understanding of the model, its evolution is traced from origins in earlier published works.

2.4.1 Evans, Professionalism and Professional Development

Evans' model of professional development arose out of her work researching teacher training. Initially, writing at a time when PGCE courses had been changed to require trainee teachers to spend 66% of their time in schools (Department for Education, 1992b), school-based training was expanding to allow provision of school-based administration of teacher training in SCITTs as they became commonly known (Department for Education, 1993). Evans' research at this time led her to compare SCITTs' provision with that of HEIs with reference to their respective contributions to teachers' professional development (Evans, 1997). Deriving her understanding of professional development from Hoyle as historically evolving (Hoyle, 1983), Evans is interested in how these alternative routes towards qualifying to teach may result in the enhancement of teachers' professionalism and professionality (Evans, 1997, p320). Evans' adopts Hoyle early definitions (Hoyle, 1975) with the former implying enhancement of the profession as a whole and the latter being individuals' improving professional practice. She does not adopt Hoyle's later assertion that professionality, meaning practitioners' "improvement of skills" (Hoyle, 1983, p162), should be replaced with "professional development [as] the process whereby practitioners improve their competences" (ibid.). Nevertheless, the focus on individual rather than profession-wide development remained and her research found that, firstly SCITTs had neither the time nor financial resources that HEIs had, nor, when they had classes full of children, did SCITT teachers consider trainees a priority; and secondly that SCITTs had to conform to the same competence outlook of standards-driven evaluation of teacher training as the HEIs. Despite SCITT trainees spending much more time in schools Evans noted that the experiential elements of learning to teach did not come to the fore. She considered this to have had the effect, in her opinion, of creating an epistemological division between vocational, school-administered *training* and the emphasis on *education* implicit in the HEI route. Linked to this, she queried the extent to which school-administered training is innovative and the extent to which trainees merely perpetuate existing practices accepted within the school culture where they train.

In a 1997 paper, Evans' concerns about the introduction of the SCITT programme appear to have given seed to a model of professional development. Her research found that professional

development extended beyond trainees to incorporate those training them (Evans, 1997, p320) and recognises the significance to teacher development of the “formulation of professional-related ideologies, philosophies and attitudes” (ibid.). This phrasing may convey embryonic elements of her 2011 model of professional development, with ideologies, philosophies and attitudes expanding the notion of professional from a purely competence-based set of behaviours. Evans’ implication is that there are personal intellectual attributes at work in teachers’ professional development. She is more explicit in a later paper which publishes her research findings of Technology PGCE trainees’ preparedness to teach the subject linked to their knowledge: both subject-related and pedagogical (Evans, 1998). Underlying this finding, Evans noted an attitude to training on the PGCE route that holds the qualification as something finite, whereas, in her opinion, “initial teacher education need to be perceived as a concentrated, intensive introduction to a career-long process of professional development.” (Evans, 1998, p33).

Concentrating on the concept of teachers’ professional development, Evans reviews confusion in the literature’s use of terminology, particularly regarding the concept of professional development (Evans, 2002, p124-5). She presents understandings of development as, variously, the outcome of inquiry into practice; ‘learning-by-doing’ (ibid. p125); as something ‘helping teachers grow’ in their vision of their role and awareness of broad educational issues; acquisition of knowledge; and teachers’ learning which leads to development of their beliefs, ideas, practice and feelings (ibid. p126). She is led to a view that teacher professional development is a longitudinal process of change which is multi-dimensional in character, reaching beyond the merely behavioural and encompasses knowledge, skills and procedures relating to practice (ibid.). Evans, at this stage, writes of the twin strands of professional development: the attitudinal and the functional, with the former comprising of intellectual and motivational development whilst the latter consists of procedural and productive features (ibid. p131). Clearly a presentation of an evolving notion, her 2002 paper notes that there is further work to be undertaken to:

“study how teachers develop. This includes areas of study...including initial teacher education.”
(Evans, 2002, p132).

She argues that the “characteristics or features of professional development [provide] a starting point” (ibid. p133) to understanding the process of development of teachers and directs future research towards understanding this process with reference to a number of questions, including what factors influence teacher development and what the process of teacher development involves (ibid. p135). These issues, seen taking firmer shape in Evans’ subsequent papers, are explicitly addressed in this study’s research questions.

Evans’ focus on what happens to people in classrooms over time (Evans, 2008) infuses her notion of professionalism as that which is *enacted* by practitioners. Consequently, professional development depends on whether practitioners judge changes to practice will enhance enacted practice in some way. Still following Hoyle’s early work (1975), Evans views the knowledge, skills and procedures of teachers as their professionalism, with professionalism “the amalgam of multiple ‘professionalities’” (Evans, 2008, p26). She argues that professional activity, in all its varied individual enactments of the work actually done by practitioners, is distinct from theoretical, or demanded forms of professionalism appearing in academic representations or policy documents. This enables her to conceive of professional development as “the process

whereby people's professionalism and/or professionalism may be considered to be enhanced." (Evans, 2008, p30). Evans asserts that practitioners must identify changes as worthwhile in some way before they adopt changes to their practice for any length of time and contends that, in combination, development of individual practitioners' enacted practice can be considered to result in development of teaching's professionalism (ibid.). She does not clarify what 'teaching's professionalism' means.

At the heart of Evans' argument is the case for policy makers and managers to consider practitioners' views if they want to influence the development of the profession. She invites individual practitioners to take a central role in shaping their own, and their profession's, development with enacted professionalism contributing to a continual process of professional evolution, "through the dynamic agency of its practitioners" (Evans, 2011, p863).

To summarise so far, Evans' thinking evolved over a number of years to arrive at an understanding of professional development which hinges on individual practitioners' adoption of changes to their practice which they consider to be worthwhile. The sum of these changes contributes to changes in the actualities of professional practice (which she terms 'enacted' professionalism) and can be contrasted with series of historical attempts to influence practice from a policy perspective which have minimal impact in classrooms. The key to understanding professional development according to Evans, lies in understanding the individual's process of coming to see something as a 'better' form of practice. This view is addressed more fully in her 2011 paper and considered now in detail.

2.4.2 Evans' (2011) Models of Professionalism and Professional Development

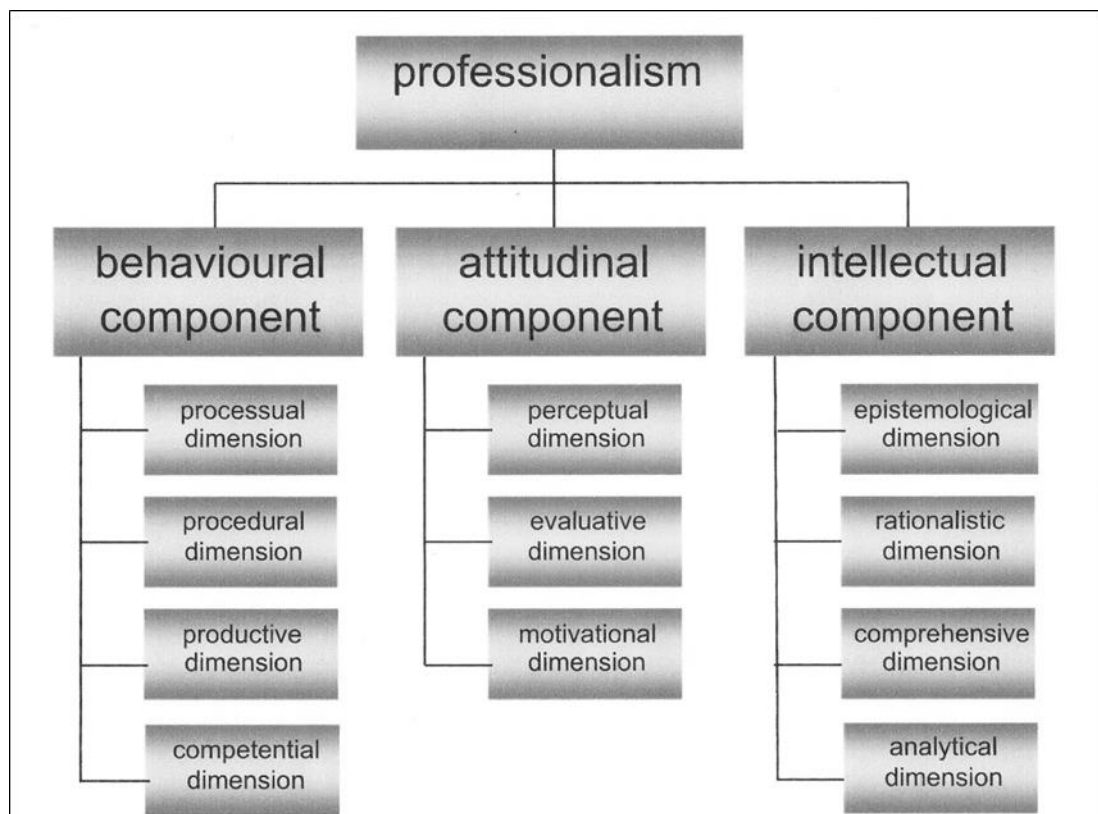
Evans' (2011) view of professional development presents a view of professionalism which takes a distinct shape which takes diagrammatical form. This diagram is then applied to the concept of professional development. My current interpretation of it is as a tri-partite entity that incorporates behavioural, attitudinal and intellectual components. These mirror precisely the components of Professional Development. They are presented here in Figures 1 and 2 below (Evans, 2011, p855 and p866 respectively).

Evans' first model is comprised of three main components: behavioural, attitudinal and intellectual. These constituent elements of professional development represent a conscious move away from a superficial focus on the behaviour of practitioners, attempting to convey the complexity of professional practice as involving less-visible elements of practical activity. She makes clear that the diagram is not intended to be understood as representing a hierarchy, but issues of space prevented it being otherwise. Rather, the various 'dimensions' in combination, feed into the components. It is Evans' contention that the tri-partite model represents the quiddity, or essence, of professionalism as it is enacted (Evans, 2011, p856).

Evans explains what the parts of the model refer to and how, together, they combine to build a concept of 'enacted professionalism' (2011, p856) that grows from her belief that professionalism is "principally about people's *being* (as) practitioners" (my emphasis, , 2011, p855). The dimensions of the *behavioural component* of her model all relate to "what practitioners physically do at work." (ibid., 2011, p856); the dimensions of the *attitudinal component* of her model relate

to “attitudes held” (ibid.) by those practitioners; and the *intellectual component* is comprised of dimensions relating to “practitioners’ knowledge and understanding and their knowledge structures” (ibid.). A more detailed consideration of how these components and dimensions can be interpreted to relate to teachers’ practice is presented in Chapter 6.

Componential Structure of Professionalism (Evans, 2011, p855)



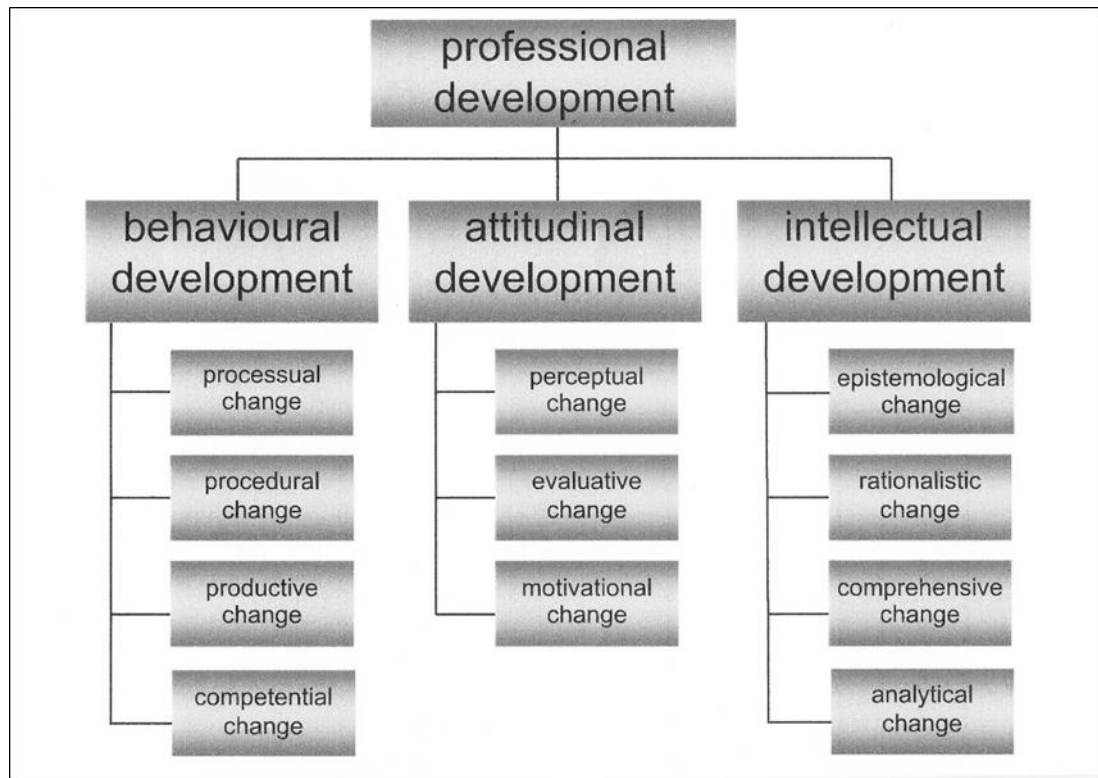
(Figure 1)

In the paper, she suggests a ‘shape’ of teacher professionalism, categorising the 2007 Teaching Standards (applicable to qualified teachers) using the model’s components. She finds that the Standards present a “lop-sided” (Evans, 2011, p861) shape of professionalism. Many more of the listed attributes were skewed towards the behavioural rather than the attitudinal or intellectual, depicting a focus “predominantly on what teachers do” (Evans, 2011, p861). Although Evans acknowledges that there is a difference between government requirements of professionalism and what actually happens in schools (Evans, 2011), nevertheless she criticises the limiting and incomplete view of teaching inherent in the Standards, and suggests this may explain the ineffectuality of successive waves of reform from central government in changing classroom practice (Evans, 2011).

Evans transfers the three components of her model of professionalism to her model of professional development (see Fig. 2). The similarity of the professional development diagram to the professionalism diagram is due to her opinion that “professional development is essentially

the development of individuals' or groups' professionalism" (Evans, 2011, p865). The distinction between individual and group professionalism is not made entirely clear. In the second model, the word 'development' replaces 'component' and 'change' appears in place of 'dimension' but the paper does not indicate altered meanings. Further interpretation of the model's content is offered below, but first the notion is raised that change is not necessarily synonymous with development.

Professional development (Evans, 2011, p866)



(Figure 2)

Evans makes the point that professional change, whether policy-led or otherwise, does not necessarily lead to professional development unless a practitioner feels that a change will enhance their practice (Evans, 2011). Professional development is dependent, in Evans' view, on individual practitioners' perceiving a beneficial outcome to the changes being made, whether benefits fall to the students, the school system or the individual teacher themselves (Evans, 2011, p865). Reforms that attempt to change behaviour alone cannot be certain of success, Evans contends, unless the three components relating to her professionalism model above – behavioural, attitudinal *and* intellectual – are taken into account: teachers need to “buy into” reform (Evans, 2011, p868).

If the view is accepted that professionalism applies at the individual level and that developments in individual professionalism will affect the entire profession, Evans' view is that it becomes important to understand how individuals develop professionally (ibid., p864). Although Evans' aim is to understand more about why successive reforms seem to have minimal impact on practice, she sees individual practitioners' judgement of reform as crucial to the transfer of policy

into practice. She indicates that professional development research should take a direction towards understanding more about “micro-level professional development...[evident in] an individual’s discovering a better way of teaching” (Evans, 2011, p865). In her view, models of teachers’ professional development have not “elucidated fully the internalisation process that occurs in individuals” (ibid.) regarding “the cognitive process that leads directly to individuals’ professional development” (ibid.) as key to understanding what lies behind individuals’ adoption of new practices. She briefly refers to Vygotsky’s concept of “internalisation” (ibid.) as a way to “understand how individuals develop professionally” (Evans, 2011, p864) but does not dwell on his approach. I will argue in the following chapter that his sociocultural approach and theory of development could make an important contribution to this gap in understanding individual cognitive teacher development which Evans indicates.

To summarise, Evans presents a complex catalogue of those elements which represent, to her view, the essence of professionalism. ‘Changes’ to these elements count as professional development when practitioners consider they enhance their practice. It is Evans’ contention that to understand professional development research must be carried out with the aim of “understanding how individuals develop professionally” (Evans, 2011, p864), noting a gap she sees in the literature for adequate theories of professional development. With this statement, she is directing research towards understanding the nature of those changes which accumulate to become professional development. Her model is relevant, practical and purposeful in pursuit of gaining this understanding if the approach is to gather empirical evidence to depict each dimension in a “vivid and colourful” way (ibid., p856). This research takes up her challenge as applied to the professional development of trainee teachers and the research questions which guided the inquiry are now introduced.

2.5 The Research Questions

The review of literature presented in this chapter indicates that the professional development of trainee teachers is one worthy of research in light of the few studies in this particular area of teacher development. The rapidity of changes in the education sector and the current uncertainties in ITT makes this a significant area of research at present. The review of existing research calls for a consideration of learning to teach as a complex undertaking, involving multiple variables of context *and* people, both considered influential on individuals’ practice. Additionally, current knowledge tends to concur that learning to teach can be considered a process, with some assertions that it can be considered to stretch over a life-time. The relationship of learning to development was identified as an area of theorising which is inadequate in the field and an important contribution of this work is the proposal that a sociocultural approach may offer additional insight into the way professional development occurs.

Concurring with Evans’ view that understanding individuals’ practice is important, this study’s focus is on the process of professional development of individual trainee teachers, examining influences on them during the process of a training course. The choice to use trainee teacher participants in this study was prompted by an assumption that the incremental development of new starters would be more evident than for those who had been qualified longer. As Evans considers her work on professional development applicable to trainees in ITT (Evans, 2002, p132), her model is considered applicable to trainee teachers’ development.

Evans chose only the three, broad 'components' from her model as categories for coding a policy document, and an original contribution of this study is to include an empirical test of Evans' model of professional development using data gathered from trainee teachers during their PGCE year. The aim in using the model is to understand more about the process of professional development in trainee teachers, those at the very beginning of their journey towards becoming a teacher. In doing so, it may become clear as to whether the model's components are present in early professional development, to try to understand more clearly how these components relate to one another and how they combine in order for professional development, which is not superficial, to occur.

Two research questions were generated to support this inquiry.

2.5.1 Research Question 1

What is the process of professional development of secondary school PGCE trainee teachers?

This question is initially addressed by utilising Evans' model of professional development to analyse trainees' reflections on their experiences of practical teaching placements. As Chapter 5 explains, this approach was constrained by the fact that the inter-relations of the components of the model is under-theorised and prompted the introduction of new methods of analysis in conjunction with Vygotsky's dynamic methodology of development.

The second research question takes up Evans' call to understand what influences are at work on individual practitioners:

2.5.2 Research Question 2

What do participating trainees identify as key influences on their trajectories of professional development?

The second question introduces a sociocultural approach to understanding human development, arguing that professional development can be conceptualised as arising through expansion of individual understanding about meanings inherent in the social practice of teaching during that practice. Of particular interest are interactions in which professional colleagues and trainees relate to the specific problems which trainees identify within their ongoing practice. Relational agency (Edwards, 2007b) is used in particular to theorise that the overcoming of these problems leads trainees to an expanded perspective on the problems, allowing them to adapt their practice in response. A series of these incidents can be conceived of as a trajectory of development. In drawing a representation of their placement experiences as a trajectory, trainees can indicate turning points which indicate key moments which influenced their development towards becoming a teacher. The theoretical premises of the sociocultural approach taken in this study is fully addressed in Chapter 3. The associated implications of adopting a historical view of

development are discussed in relation to the ontological, epistemological and methodological positions taken in the research are further explicated in Chapter 4, with the notion of trajectories as theoretical concept and practical method discussed in Chapter 4 and 5 respectively.

Chapter 3 A Sociocultural Approach to Professional Development

This chapter sets out the argument which proposes that the professional development of trainee teachers can be helpfully conceptualised as a process which unfolds over time and within the broader scope of the development of the social activity of teaching itself. It is suggested that a sociocultural approach to understanding individual development of mind through social activity can be applied to professional activity. In taking this position, it is possible to conceptualise a trajectory of professional development comprising of individual practitioners' ongoing construction of concepts associated with teaching. This view puts the ongoing activity of individual meaning-making at the heart of professional development, with key developmental moments occurring at turning points in this notional trajectory, when new understandings are forged. The influence of jointly engaging in practice at these critical stages is discussed with reference to Relational Agency before some reflections on sociocultural theory are offered. The chapter closes with a summary of the argument for strengthening Evans' concept of professional development by introducing this sociocultural approach.

3.1 Vygotsky, History and Sociocultural Development

Vygotsky's view of history is essential to establish when taking a sociocultural view of human development. Ranging in scope from the development of the species of mankind to individual human development of mind, Vygotsky drew on the dialectics of Marx and Engels (Cole and Scribner, 1978, p6-8) to argue that "historical laws" are the key to discovering the development of higher forms of behaviour" (Scribner, 1985, p122). These 'higher' forms are those which "characterize the uniquely human aspects of behaviour" (Vygotsky, 1978, p19) and which arise through social and cultural activity incorporating tools produced within those cultures and societies. Vygotsky conceptualised development of mind as a dynamic process of constant change in relation to the changing products or artefacts formed in societies and cultures over time:

"the product of a developmental process [is] deeply rooted in the links between individual and social history."
(Vygotsky, 1978, p31)

He rejected views which relied on conceptions of development which were cumulative and derived from a 'botanical' model (Vygotsky, 1978, pp19-20) and, although he retained the biological vocabulary he inherited, he addressed the role of history in relation to them. In particular, Vygotsky detailed the relationship between 'natural' or biological development and the development of specifically-human qualities. Those aspects of human psychology which occur due to living in particular societies and cultures develop were what Vygotsky termed the 'higher' psychological functions.

Vygotsky's concept of social and cultural development are rooted in a conception of history as an ever-present influence on development, whether this is development of a species, or an individual mind. Scribner claims his use of biologically derived terminology, such as ontogeny, are used in distinct ways in his psychology (Scribner, 1985, p125) and are important to clarify. According to Scribner (1985), Vygotsky considered phylogenesis to be the broadest scope of development, using the term to refer to species-wide phenomenon in which 'natural', or

biological, features are fused with 'general history' as the source of changes in mankind's activity over time (Scribner, 1985, p125). By synthesising biology and culture into 'general history' (Scribner, 1985, p123) in addition to selecting as significant for research those "symbolic-communicative spheres of activity in which humans collectively produce new means for regulating their behaviour" (ibid.), Vygotsky's research focused on those qualities which were fundamentally human (Vygotsky, 1978). Vygotsky called these means 'cultural' and asserted that:

"everything cultural is "in its very nature, an historic phenomenon"
(Scribner, 1985, p123, citing Vygotsky, 1966, p21)

This chapter argues that training to teach is a cultural activity which has its own historical evolution, as outlined early in Chapter 2. As such, a view of what training to teach involves, as a social activity, has changed over time. For example. How different an activity is training to teach today from that of the Victorian Pupil Teacher whose job was to transmit her taught knowledge to subsequent classes? Acknowledging the central place of history in development means that adopting Vygotsky's theory requires a *generative* view of development of humans within social activity: that development is an ever-evolving, responsive and transformative event which happens over time between people engaged in social activity. Collective production of means for regulating cultural activity arises within the symbolic communication occurring within social activity. In beginning to train to teach, trainees arrive at the start of their course at a point in the evolving history of the cultural activity of teaching. From this perspective, research methods which study a cultural phenomenon "unidirectionally" (Vygotsky, 1978, p61), such as Stimulus-Response, become inadequate representations of complex and historically-evolving transformations (Vygotsky, 1978, p61). Instead, Vygotsky proposes that:

"to study something historically means to study it in the process of change..."
(Vygotsky, 1978, p65)

A sociocultural approach to trainee teacher professional development is positioned as the study of the process of becoming a teacher, as it changes, over time. The position that knowledge is ever-changing and evolving is detailed in the following chapter where it is argued that a process ontology is necessary for developmental research. Here it is argued that Vygotsky's methodology, which has history at its heart and which is fluid and flexible, is invaluable for the multiple insights it affords of the changing relations of the individual to those cultural means at their disposal:

"...that is the dialectical method's basic demand. To encompass in research the process of a given thing's development in all its phases and changes – from birth to death – fundamentally means to discover its nature, its essence."
(Vygotsky, 1978, p65)

Although the scope of this study does not permit the research of professional development from 'birth to death', the genesis of the process of becoming a teacher is considered, for these research purposes, the training year, and becomes the focus for the period of study.

In addition to the historical element, the dialectical model also recognises that the flow of change over time is one which is multi-relational, and that the elements which influence development come from many interacting sources: historical, social, cultural, and individual, whatever the scope of development under consideration.

“The dialectical approach, while admitting the influence of nature on man, asserts that man, in turn, affects nature and creates through his changes in nature new natural conditions for his existence.”
(Vygotsky, 1978, p60)

These ‘natural’ conditions are the source of the symbolic-communicative activity which influences further evolutions of the activity; what is ‘natural’ for Vygotsky here is not biological, but in fact those specifically-human phenomena of social and cultural activities and their historically evolving meanings and forms which generate new conditions within which humans live and act.

“*Within* a general process of development, two qualitatively different lines of development, differing in origins, can be distinguished: the elementary processes, which are of biological origins, on the one hand, and the higher psychological functions, of sociocultural origin, on the other.”
(Vygotsky, 1978, p46)

These metaphorical ‘lines’ of development distinguish the biological in humans from those influences which are social and cultural in their origin and are, therefore, essentially human. Reference to higher functions therefore carries with it this clear understanding from this point forward in the thesis: that development of higher psychological functions refers to *humans employing cultural and social mediating means to achieve more complex tasks than they could without them*. Social and cultural mediation influences the ‘higher’, or more complex, functions of the human mind, and bring about individual transformation, internally on cognition and externally in behaviour, which enable impulsive thought and behaviour to be controlled by individuals. Primarily, for Vygotsky, the central role of tools and signs on cognitive development had to be acknowledged:

“The use of artificial means, the transition to mediated activity, fundamentally changes all psychological operations just as the use of tools limitlessly broadens the range of activities within which the new psychological functions may operate. In this context we can use the term ‘higher’ psychological function, or ‘*higher behavior*’ as referring to the combination of tool and sign in psychological activity.”
(Vygotsky, 1978, p55)

These ‘higher’ functions, those “mediated forms of behaviour” (Vygotsky, 1978, p45) make it possible for “impulsive action” (Vygotsky, 1978, p28) to be overcome, through development of a consciousness which contributes towards individuals’ *mastery* of their “own process of behaviour” (ibid., p33). The mediating influence of tools and signs inherent within societies or cultures, which evolve historically, are, in the hands of an individual on first acquaintance with them, ‘new’ to them as they use them during any newly encountered activity. Applied to the current study, the specific tools and signs of teaching, broadly as a cultural activity, are

encountered by trainees in the narrower scope of their training activities in placement schools – and universities or subject departments – during their PGCE year. It is suggested that, for them, as for anyone involved in social activity:

“activities acquire a meaning of their own in a system of social behaviour”
(Vygotsky, 1978, p30)

It is argued that, following Vygotsky, the process of constructing socially-derived meanings which “arise in the process of cultural development” (Vygotsky, 1966, p35), becomes central to any form of developmental research. This will be further detailed in the next section when considering Vygotsky’s theory of development of mind.

To re-cap, the suggestion that a Vygotskian view of historical and dialectical development be applied to the process of trainee teachers’ professional development is one unique contribution of this study. Vygotsky argued that the focus of developmental research had to clearly incorporate a dynamic and historical view of human and cultural inter-relations which could explain the development of consciousness, asserting that:

“To explain the higher forms of human behaviour, we must uncover the *means* by which man learns to organize and direct his behaviour.”
(Shotter, 2005, p3, citing Vygotsky 1986, p102; my emphasis)

The purpose of developmental study, then, becomes one of understanding *how* individuals develop over time and, in relation to their social and cultural activities, how they come to understand meanings inherent in those activities which direct their behaviour to act in relation to those meanings.

Understanding the dialectical role of general history in relation to the development of those social activities which influence the formation of human cognition creates an argument for extending study beyond the biological development of childhood and adolescence, and concentrating on those developments which originate socioculturally. This study positions the trainee teacher participants as developing as professionals within a historical and dialectical process of the development of the profession of teaching. The assertion is made that, following Vygotsky, trainees’ participation in the social and cultural activity of teaching involves them in a process of constructing meanings about the activity of teaching which supports their increasing control over their professional activity. The study is concerned with tracing the changes over time in the development of meaning in the individual trainees’ minds, and is outlined as follows.

3.2 Vygotsky’s Theory of Development of Mind

Vygotsky’s conception of the individual process of development of mind points to the significance of moments of transformation which disrupt the ‘line’ of individual cognitive development. At these moments, when the individual is required to overcome the disruption, Vygotsky found that sign-use – such as using language – mediated individual cognition, supporting “adaptive processes” (Vygotsky, 1978, p73) directed towards overcoming the disruptive impediment. These

transformations contribute to the individual's ontogenetic development: a dialectically-evolving life history of meaning-making.

This study follows Vygotsky in arguing that, in the investigation of trainee teachers' development towards mastering the professional activity of teaching, the 'flight' of their developmental process can be traced by identifying how trainees come to develop their own understanding of teaching during the activity of training to teach. In doing so, the identification of transformative moments, or "turning points" (Vygotsky, 1978, p73) are argued to be significant in trainees' evolving ability to organise and direct their behaviour as teachers. This section narrows in scope to focus on individual historical development as Vygotsky conceptualised it, before returning to apply this to the current study and relate it to the wider sweep of the historical development of the teaching profession within society.

Vygotsky's position was established relative to the dominant views of development of mind which were contemporary to him and his co-workers:

"Our concept of development implies a rejection of the frequently held view that cognitive development results from the gradual accumulation of separate changes."
(Vygotsky, 1978, p73)

Although the terminology derives from biological science, Scribner interprets Vygotsky's stance on individual cognitive development as distinct from individual biological development. Scribner (1985, pp127-132) claims that Vygotsky, rather than seeing human development as a recapitulative sequence of incremental changes, each of which grew out of the successful completion of the previous stage, considered the cognitive development of mind to be generative:

"The transformation of an interpersonal process into an intrapersonal one is the result of a long series of developmental events. "
(Vygotsky, 1978, p57)

A historically-evolving process occurring in relation to the wider sweep of historical development, of institutions, cultures, societies and the species of mankind as a whole, individual minds develop in interpersonal social activity. What begins in social activity is then internalised within the individual mind through the appropriation of cultural signs used in the activity which give meaning specific to that activity. The primacy of the social as a source for individual development is recognised in the statement:

"We become ourselves through others."
(Vygotsky, 1966, p43)

This statement articulates a key facet of Vygotsky's genetic method of development of mind as a historical process which claims that the *origins* of socio-culturally prompted individual cognitive reaction lie in the social activity between people. The method of tracing an account of transformations from initial reactions through subsequent evolutions in capturing an evolving, historical process of development of mind is fundamental to a process ontology. Vygotsky's dynamic methodology is detailed in the next chapter but it is noted here that the search for

'beginnings' of development led Vygotsky to argue that, in order to "grasp the process in flight" (Vygotsky, 1978, p68),:

"a complex reaction must be studied as a living process not as an object."
(Vygotsky, 1978, p69)

Throughout life, the continual transformation of the individual mind through involvement in social and cultural activity and consequent impact on the mastery of behaviour becomes, in a dialectical ontology, a process of the inter-related development of mind and society. This process of development of sociocultural meanings comprises the sociocultural development of mind. Through culturally-arising "sign-using activity" (Vygotsky, 1978, p45), ontogenetic development is conceived of as a multitude of mediated events which can prompt qualitative transformations in the structures of the mind.

"a series of *qualitative transformations*...provides the conditions for the next stage and is itself conditioned by the preceding one; thus transformations are linked like stages of a single process and are historical in nature."
(Vygotsky, 1978, p46, my underlining, italics show original emphasis)

'Series' is a word choice serving to emphasise the view that development of mind is not a set of discrete events, each of which is required before subsequent development can occur; rather it is a process in which the conditions of ever-changing socially and culturally-arising sign activity can *transform* existing psychological structures. Transformation suggests that the way psychological structures function together can be reorganised, generating new ways of understanding. This transformation is at the heart of the concept of internalisation. By internalising meanings of external activities, individuals' understandings are transformed; transformation through social and cultural meanings inherent in those activities occurs through mediating signs. It is of primary importance to recognise the significance of language in Vygotsky's theory: access to the language of social activity becomes the key to the transformative processes which prompt individuals' cognitive development. The specifically-human phenomenon of language was seen by Vygotsky as providing humans with:

"auxiliary tools in the solution of difficult tasks, to overcome impulsive actions, to plan a solution to a problem prior to its execution, and to master their own behaviour."
(Vygotsky, 1978, p28)

The meanings words acquire in social and cultural activity are a source of directing behaviour within that activity. Therefore, it becomes important for developmental research to seek to identify those *qualitative transformations* in which the meanings inherent within social activity are developing. Microgenesis is a process of transformation in individual, event-specific meaning-making and is an important focus for this research in seeking to understand trainees' professional development. In this study, a key focus is concerned with tracing trainees' development of meanings pertinent to teaching which *transform their understanding of* teaching. More attention is given to that in the section below on concept-development but first a significant passage in

Mind in Society is addressed, where attention is given to the conception of turning points on individual development pathways.

Beginning with a rejection of a recapitulative view of psychological development, Vygotsky describes the sociocultural notion of development as complex, fluid and punctuated by turning points: key moments when development is disrupted, when the mind encounters impediments which prevent it from proceeding with its activity. It is worth quoting it in full.

“Our concept of development implies a rejection of the frequently held view that cognitive development results from the gradual accumulation of separate changes. We believe that child development is the development of different functions, metamorphosis or qualitative transformation of one form into another, intertwining of external and internal factors, and adaptive processes which overcome impediments that the child encounters.” (Vygotsky, 1978, p73)

Stressing the significance of overcoming difficulties puts particular emphasis on adaptive cognitive processes as key to the transformation of understanding. Individuals may employ or adapt the social and cultural means at their disposal to overcome those impediments in a way which is novel to them and to that situation and time. Vygotsky continues:

“Steeped in the notion of evolutionary change, most workers in child psychology ignore those turning points, those spasmodic and revolutionary changes that are so frequent in the history of child development. To the naïve mind, revolution and evolution seem incompatible and historic development continues only so long as it follows a straight line.” (Vygotsky, 1978, p73)

Here Vygotsky is outlining the prevailing notion which sees psychological development as regular and linear and he points out that this is ignoring the irregular and convulsive dynamics of the development of mind which a historically-situated theory can explain. Rather than ignoring those difficulties, Vygotsky urges quite the opposite:

“Where upheavals occur, where the historical fabric is ruptured, the naïve mind sees only catastrophe, gaps, and discontinuity. History seems to stop dead, until it once again takes the direct linear path of development.

Scientific thought, on the contrary, sees revolution and evolution as two forms of development that are mutually related and mutually presuppose each other. Leaps in the child’s development are seen by the scientific mind as no more than a moment in the general line of development.” (Vygotsky, 1978, p73)

Although Vygotsky uses the word ‘line’ to describe development, this must be understood to refer to a *notional* pathway or trajectory, rather than a regular, straight line, as implied by his use of the word ‘linear’. And the key point here is that those ruptures in the historic fabric of development represent a *generative developmental opportunity* for the individual mind to draw on the available social and cultural means and formulate a meaning which allows them to adapt

their activity and overcome any 'impediments' to continue with the 'general' line of their cognitive development. To individuals, unique responses to newly-experienced, and problematic, circumstances, require personal innovation: new understandings are needed when past understandings cannot solve the problems.

Points at which difficulties can be overcome are therefore identified by Vygotsky as integral to developmental transformation. He urges that developmental research attend to those moments when existing understanding, constructed throughout the individual's historical process of development to date, proves inadequate in the face of some 'impediment', and where 'adaptive processes' must be generated to overcome problems through the transformation of understanding about how to proceed. The identification in research of these transformative moments can provide an account of the historical process of development of new understandings as they arise in social and cultural activities.

"Vygotsky's work in its totality makes clear the levels of cultural development are interrelated, that they are proceeding concurrently and mutually influencing each other."
(Scribner, 1985, p141)

Scribner offers a visual representation (Figure 4) of the entire scope of Vygotsky's historical view of development. It includes the phylogenetic development of the species, a sub-division showing development within individual societies, the ontogenetic development of the individual within that species and particular society and, resting within these 'lines', the historical development of individual cognitive functions.

Although Scribner's use of 'levels' might be considered unfortunate in representing a dialectical theory, nevertheless the diagram successfully conveys the embedded view of individual psychological development in relation to the ongoing historical development of pre-existing activity beyond the person. I would suggest that, within the modified 'Level 2', there is an implicit sociocultural developmental process occurring. Particular societies with their vast range of particular sociocultural activities in communities, activities and institutions, can be included at the phylogenetic sub-level along marked "*History of individual societies*" in the model (Fig. 3). In this way, the development of the teaching profession can be understood as phylogenetic evolution. In relation to this view of the profession's historical development as a social and cultural activity, individuals who contribute to the activity of teaching are experiencing their own personal ontogenetic development in congruence with the phylogenetic evolution of the social activity within the teaching profession.

(Scribner, 1985, p141) Vygotsky's levels of history – a modified scheme

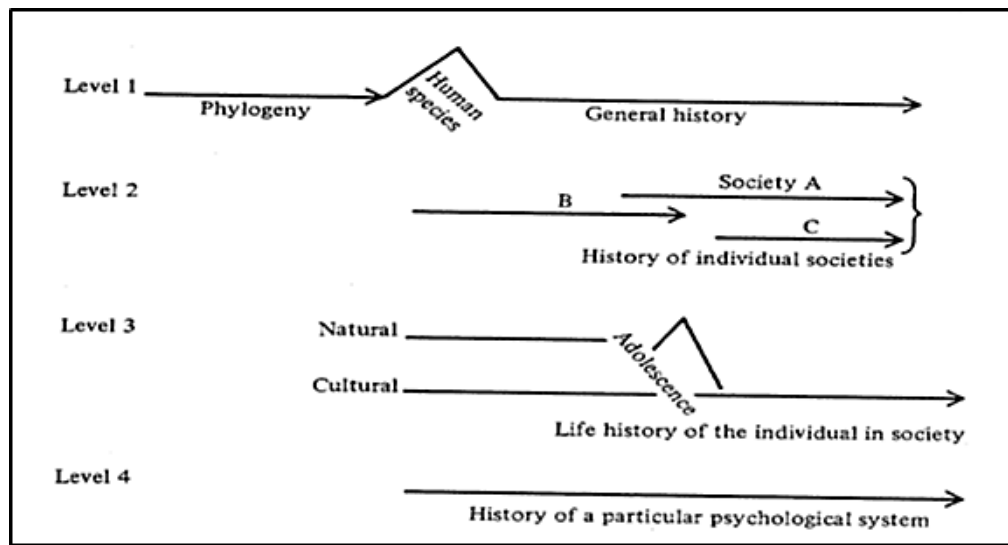


Figure 3

To re-cap so far, this study argues for the research of the professional development of trainee teachers to be conceptualised as the ontogenesis of individuals within the broader sweep of the social and cultural phylogenesis of the teaching profession. It is suggested that an individual entering a profession is joining a social activity with its own historical developmental trajectory. As detailed in Chapter 2, the history of the professionalization of teaching can be conceptualised as an evolving process of changing sociocultural activity which was underway prior to the arrival of any particular individual to the profession. An individual's development, in this case from trainee to qualified teacher, is conceived of as a trajectory which co-occurs with the ongoing development of the profession. Major shifts in the trajectory of development of a profession will have effects on the kinds of process which individuals will experience when they 'join' in with a historically evolving activity. The Victorian view of teaching as an essentially practical task, where certain individuals were considered suitable for transmitting knowledge, became outmoded. Various societal and cultural elements led to the gradual inclusion of academic study in training teachers and the evolution of teaching as a profession. Trainees in 1896 and 1996 were not required to do the same activities; their training would have a different focus and the meanings which individuals forged during teaching would draw on those available at that particular point in history. As such, a sociocultural view of the development of a teacher cannot be considered complete without acknowledging the scope of the historical development of the activity within, both, the wider society and culture in which it occurs and the sweep of general history of the development of the species. This study argues that the individual ontogenetic process of trainees' developing understanding about teaching occurs in relation to the shaping influence of the wider sweep of historically unfolding events of both the profession *and* human activity in general.

Applying these ideas to the current, modest, scope of this research project, the phylogenetic sweep of general history, and the social and cultural activities which develop concurrently within it, is acknowledged as a prime influence upon individual ontogenesis. Particular attention is paid in this study to the effects of developments in the history of teaching on individual development. The professional development of those becoming qualified to teach is traced through data comprised of transformative moments in the microgenetic evolution of teaching-related concepts which trainees are developing during their PGCE year.

The concept of trajectories of professional development is an original contribution to research which aims to visually represent those turning points when adaptive processes come into play and which Vygotsky considered so vital to the process of cognitive development. Prior to this being outlined in more detail, attention is given to microgenesis through considering the notion of formation of concepts in activity and their role in individual cognitive development.

3.3 Concept Development and Individual Meaning Making

Vygotsky (1978) argued that involvement in social activity, using its cultural tools and symbols, reorganised individuals' psychological structures within the individual mind and, upon this reorganisation, individuals gained new mental vantage points on their activity. If this occurs the process is understood to have been developmental and the outcome is considered to be development. Consequently, mediated activity was considered to be the source of the process of transformation required for individual development. This transformative process is conceptualised as a series of steps:

- “a) an operation that initially represents an external activity is reconstructed and begins to occur internally;
- b) an interpersonal process is transformed into an intrapersonal one;
- c) the transformation of an interpersonal process into an intrapersonal one is the result of a long series of developmental events.”

(from Vygotsky, 1978, pp56-57)

Beginning with a social activity between people (inter-personal and 'external' in the sense that it occurs beyond an individual mind), the activity is reconstructed 'internally' (that is, intrapersonally, within the individual mind). The developmental events upon which this transformational process rests occur in those meanings which arise during social and cultural activity. John-Steiner and Mahn (1996) interpret Vygotsky's view of learning as “mental change” (ibid., p197), contesting that he considers development to be “*the transformation of socially shared activities into internalized processes*” (ibid., p192) (original emphasis) and that the sources of development are socially situated (ibid.). Identifying the prompts of this mental change is of great interest when trying to understand developmental processes and the suggestion here is that directing attention to the meaning-making processes of individuals engaged in social and cultural activities is key to understanding their development within those activities.

Although Vygotsky makes it clear that cognitive transformation is dependent on the integration of signs and tools by the individual, the internalisation process, which is key to the theory is referred to only as a “reorganisation of psychological activity on the basis of sign operations” (ibid., p57). Answering questions regarding the mechanisms of internalisation have been the subject of substantial work by cultural psychologists (Lawrence and Valsiner, 2003, Valsiner, 1998, Valsiner, 2001, Van der Veer and Van Ijzendoorn, 1985) and other socioculturalists (Zittoun, 2004, Stetsenko and Arieviditch, 2004, Arieviditch and Haenen, 2005). There is agreement that semiotic mediation is central to the process, recognising the power of language as a cultural mediator when developing new understanding. Whilst semiotic mediation is considered in more detail in Chapter 4, one example might be usefully presented here to demonstrate one theory of the process of internalisation and its relationship to meaning-making.

According to Valsiner (2001), the individual, from their own unique position, generates situated meanings during the activities throughout their life. This is part of an ongoing process which begins in childhood and continues through adulthood, which Valsiner terms “*hyperproduction*” (2001, p95): potentially useful specific meanings are amassed by individuals and are ‘on hand’ for application in future situations, even those which are novel to them. This is considered important as a process which supports generalization. Valsiner derives this from Vygotsky’s principle of generalization in relation to word meaning (Vygotsky, 1986, p173). The process of continual movement in word meaning, from the particular to the general and back again, can be illustrated by a child’s coming to systematically organise the concept ‘flower’ in relation to variations of flowers, allowing generalizations about species, variety, scent, bloom, colour and so forth to gradually evolve. Vygotsky considered generalization to be an essential step towards developing conscious awareness of single psychological processes.

“In perceiving some of our acts in a generalizing fashion, we isolate them from our total mental activity and are thus enabled to focus on this process as such and to enter into a new relation to it. In this way, becoming conscious of our operations and viewing each as a process of a certain *kind* – such as remembering or imagining – leads to their mastery.” (Vygotsky, 1986, pp170-171)

Thus generalization supports the consciousness required for overcoming impulsive actions and which Vygotsky identified as pertaining specifically to human development. The process of generalization can only occur when some system of meaning is discerned and this leads on to a consideration of Vygotsky’s theory of concept development. Vygotsky divided concepts into two types. Firstly are those spontaneously occurring in activities in non-formal settings – the spontaneous concepts developed by individual experience in families, for instance – and which were conceived of as “strong in what concerns the situational, empirical and practical” (Vygotsky, 1986, p194). Secondly are those introduced as part of a social *system* of concepts, termed scientific because of this systematic properties and often occurring as part of a formal, educational setting (Vygotsky, 1986).

“...it seems obvious that a concept can become subject to conscious and deliberate control only when it is part of a system. If consciousness means generalization, generalization, in turn, means the formation of a superordinate concept...that includes the given concept of a particular case...Thus the concept is placed within a system of relations of generality.” (Vygotsky, 1986, p172)

The introduction of scientific, or systematic, concepts different to those already-developed spontaneous concepts in an individual mind, creates a dissonance, the resolution of which results in the transformation of pre-existing concepts, incorporating the spontaneous within a system of related concepts; and “*any concept can be formulated in term of other concepts in a countless number of ways*” (Vygotsky, 1986, p199). Similarly to other aspects of Vygotsky’s theory of development, the dialectical and relational aspect of individual concept-construction remains apparent and the resolution of dissonance is the foundation of individual ontogenesis: generalization supports the development of consciousness and self-mastery in activity.

The work of interweaving spontaneous with scientific concepts, therefore, becomes a focus of interest when considering any developmental process as it prompts “the emergence of a

qualitatively new type of formation” (Vygotsky, 1986, p133) and the social source of such a prompt turns attention to:

“the interaction between more experienced experts and less experienced learners. This interaction contributes to the construction of an interface between systems that are relatively stable and ones that are developing and adaptive.”

(Mahn, 1999, p347)

The influence of intrapersonal communication on the development of scientific concepts in individuals becomes a useful focus for developmental research. In this study it is proposed that the study of professional development in trainee teachers can be considered an ongoing process of concept construction. It is suggested that trainees’ pre-existing spontaneous concepts of teaching are required to be resolved during the experience of the practical placement in schools as they encounter the systematic ideas from formal instruction in the activity of teaching. The process of resolving conflicting concepts can prompt the development of meanings specific to teaching in trainees.

In a paper concerned with addressing the ‘theory-practice’ divide which concerns those involved in teacher training, Smagorinsky et al. (2003) advocates a view of that concept development in trainee teachers is relational and dynamic and relies on the interplay between formal instruction and:

“the learner’s conscious awareness and volition. It further relies on interplay within the learner’s conceptual field, with a dialectical relation developing between scientific and spontaneous concepts”

(Smagorinsky et al., 2003, p1405)

The authors advocate the view that ‘concept development’ as a goal of teacher education could overcome the theory-practice schism relying, as it does, on the individual’s interweaving of the concepts related to the social practice of teaching which they encounter both in schools and elsewhere. The trainee becomes constructor of a personal set of concepts about teaching which then contribute to a process of generalization. This position puts the development of scientific concepts at the heart of transferrable knowledge; spontaneous concepts “tend to be situated in the context in which they are learned and are thus less amenable to abstraction to new situations” (Smagorinsky et al., 2003, p1403). In a course structure such as that experienced by trainees in this study, where more than one school placement is required as part of their qualification, the application of concepts beyond the immediate sphere of experience will be of benefit when starting a new placement; and will stand trainees in good stead as their professional career beyond teacher training continues to develop.

The course of concept development must be considered to be highly personal, resting as it does on the plethora of unique life experiences of the individual gained during their involvement in social activity. Before going on to consider the role of others in developing trainees’ concepts related to teaching, consideration is given to the suggestion that the series of transformative events which are the basis of individual development can be conceptualised as a trajectory of development.

3.4 Vygotsky, Dreier and Personal Trajectories of Development

A dialectical stance in which the historic unfolding of a person's life is founded on developmental moments complements the theory of persons in structures of social practice presented by Ole Dreier. With the focus on the individual's development taking place through coming to understand a new social practice, Dreier's concept of personal trajectories in complex social practices (2009, 2008, Dreier, 1999) is of interest in conceptualising development as a pathway. Not meant to refer to a straight line, the idea of trajectory, as Dreier presents it, is an organising metaphor for an individual's ongoing activities throughout their life (Dreier, 1999).

Aimed at the psychotherapy researcher and practitioner community, Dreier (2008) suggests there is a need to acknowledge that the life of recipients undergoing psychotherapy consists of their varied participation across multiple social situations and that their individual trajectory through these extends far beyond the confines of the consulting room. Social practice is understood by him as activity taking place in social contexts. These contexts are often set up for a specific social purpose, such as a school, a historic monument visitor centre, or a farm yard. Within these, a range of appropriate activities in pursuit of this purpose unfolds. The individual, in participating in these contexts, is guided by their understanding of structural arrangements in place there, for example, routines, regulations or standards. Individuals' understanding of those arrangements will influence how they participate in the social practices undertaken in the social contexts. For Dreier, individuals are grounded in a location but interpret possibilities for participation when entering a social practice – thus, for him, practice unites person and context.

Dreier contends that an individual life can be thought of in relation to the confluence of practice and participation in social activities they experience throughout their life, and centralises the role of the individual as sense-maker across these contexts and the social practices within them. Dreier's view of personal "hanging togetherness" (2008, p44) refers to individuals constructing loosely cohesive versions, or interpretations, of ongoing practices across their various social activities. Individual interpretation arises in part from the perspective gained through past activities and in part from the interpretations forged in the ongoing social practice (Dreier, 2009).

Bringing together social practices and persons, a personal trajectory conceptualises a historical view of person in society, with a person developing through participation in diverse social practices as they progress through time and space in the course of their life (Dreier, 2008). Emphasising that meaning is "translocal" (Dreier, 2008, p38), Dreier acknowledges the unifying element in personal experience: the person themselves. Moving to a new context prompts new meanings to arise as the person identifies the arrangements, purposes, scopes of possibilities and co-participants of the new context and links these with meanings from other social practices she has encountered. In trying to make links, the person recognises contradictions and works to resolve them in an effort to make personal sense.

Dreier asserts that an individual's understanding of their life trajectory to date influences their choices of acting in the practices of successive present moments and contributes to a perception of possible future pathways of participation (Dreier, 2009). In applying the trajectory idea to learning, Dreier claims that this results in a view that learning is not an "isolated" (Dreier, 2002, p4) individual act but woven into an individual's interpretation of their social experiences. According to Dreier, "as a person's situation changes in, on, or across several contexts, the meaning of what was learned earlier is reconsidered, reevaluated (*sic.*), changed, and new learning may be triggered." (*ibid.*, p4).

As mentioned above, reference to development has been conceived of by Vygotsky as arising through social activities, and in terms of lines with turning points (Vygotsky, 1978, p73), with those turning points being moments of upheaval in a line, or path of development. Dreier's ideas

of personal trajectories connects to these ideas when referring to individuals' life history as a pathway of activities (Dreier, 1999). Parallels can also be drawn with Vygotsky's theory of concept development if it is noticed that both approaches give weight to the cognitive work of the individual as 'weaving' new (personal) sense out of contradictory meanings arising in social activity. It is argued that it becomes important for research to focus on individuals' turning points in their personal trajectories as, according to the views presented above, continuation rests on resolution and is the foundation required to develop new meaning of – learning *about* - social activity. On this basis, it is suggested that trainee teachers' professional development can be considered a process of historical development of their own learning arising within the social activity of teaching.

Adapting the notion of personal trajectories of participation (2009, 2008, Dreier, 1999) to conceptualise individuals' experience of the social practice of teaching, and adding the idea that problems arise (Vygotsky, 1978) as barriers to the continuation of that practice, turning points (ibid.) become significant pointers to individual cognitive activity which precedes professional development. Dreier's theory of human activity across multiple practices, although suitable to clients receiving psychotherapy, was considered to be beyond the scope of this study, limited to examination of just one sphere of social practice. However, the idea of trajectories as representing individuals' participation in social activities is considered valuable to conceptualise a historical view of development. Remembering Vygotsky's contention, considered above, that individual ontogenetic development be related to the phylogenetic development of social practices which occur, themselves, in relation to the sweep of general history, a further element needs to be examined: that of the role of participation in social activity on individual development. The next section offers a consideration of the theory of communities of practice before moving on to consider the relational aspect of social activity on individual development.

3.5 Development and Social Activity

That individual cognition develops within social activity is one of the central claims of Vygotsky's work. The way a person engages in tool- or sign-mediated activity is considered to shape the individual mind as their activity contributes to, or shapes, the social activity they are engaged in. If development of the individual mind is situated (Cole, 1985) and mediated (Wertsch, 1985, and 1998), then some attention needs to be paid to the interplay of person and context during object-related activity mediated by social tools. These tools can include language, as mentioned above, as well as other symbols, such as mathematical signs and musical notation, but also of tools which have been devised for use during an activity. One clear example of this interplay is given by Cole's depiction of early hunters getting better at hunting, not by using their teeth and fingernails but by developing intermediary tools such as spears (Cole, 1996, p108). A young man on his first hunt is not required to invent a way of hunting, but in taking up a spear is holding in his hands a culturally produced artefact fitted to the purpose of his activity. As long as the motive of the hunter is to make a kill and use the spear in doing so, the young hunter will learn about hunting through his use of the spear, guided by those more experienced hunters who accompany him. The meaning of the activity will, for the new hunter, arise within the group of hunters and through his use of the spear. A change of motive, however, may lead to a change in the function of a tool as illustrated in the example of the changed meaning of a knotted handkerchief (Vygotsky, 1978, p51) when used as a memory prompt. A specific meaning has been created for the hanky by the individual knotting it, and the handkerchief is transformed into a symbol for as long as it is knotted, and needed.

To consider language as a tool, or symbol, which mediates both activity and the internal functioning of the mind, is to recognise that the meaning of words arise within specific activities. An illustration of this is given in a paper describing the interaction between job seekers and those employed by a job centre where new meanings of everyday words arise within this specific context, creating particular understandings appropriate to that time and place (Makitalo and Saljo, 2002). This paper supports Vygotsky's contention that we learn to understand meanings attributed to words, symbols, artefacts or tools by the society in which they are used in daily activity (Vygotsky, 1986): learning is mediated by tool use in activity.

A. N. Leontiev further developed the idea of activity in relation to motive. For Leontiev, motives arose in relation to social activity, directing the object of attention which influenced the nature of activity (Leontiev, 1978a, Leontiev, 1978b). In object-directed activity, transformations within the individual could occur. He writes:

“...the higher, specifically human, psychological processes may originate only in the interaction of man with man, that is in intra-psychological actions and only subsequently do they begin to be finished by the individual independently, and in this process certain of them continue to lose their external form, and turn into inter-psychological processes.”

(Leontiev, 1978c, Chapter 3, Section 3.4)

In sum, doing leads to thinking; doing something in new social contexts leads to individuals thinking in new, expanded ways. Leontiev's work (1978b) work emphasises that motives for activity are social in origin. A useful illustration of this point is offered by Chaiklin (2003) contrasting the differing activities of children in a nineteenth century mill and in twenty-first century schools, identifying the historical evolution of societal motives as a further element explaining development through activity. Whilst participating in a social activity, motives for acting arise and individual motives are positioned in relation to these. A major contribution of sociocultural approaches is to contend that what one wants to do is a product of the activities in one's society. The tools and activities available to a society are conceptualised as the collective result of progressive changes to the cognitive functions of individuals involved in past social activity. The nature of historical activity is a result of societal motives which emerge over time and individual motives, regarding the nature of participation in social activities, are positioned in relation to societal motives. Changes in individual motives prompting activity can lead to incremental changes in the nature of the activity itself.

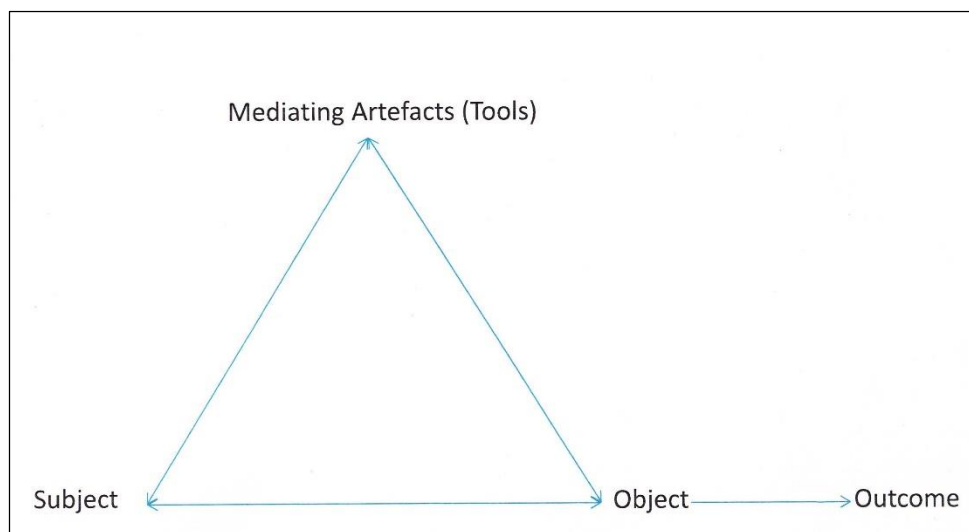
Interaction within social situations is further evidence that Vygotsky's theory can be broadened beyond children's development. Vygotsky's experimental focus prompted a tendency to lead to research into learning and development as arising in formal instructional settings. However, some research steps out of the social activity of schooling to consider development through various forms of social activity, including participation in social practices. Engestrom's contribution with regards to activity and Lave and Wenger's to participation in social practices are the focus of the next section.

3.6 Development through Participation in Social Practices

In America, Engestrom (1999a, 1999b) extended Leontiev's work on activity in developing Cultural Historical Activity Theory (CHAT). Engestrom introduced the concept of an activity system

(Engestrom, 1999a), emphasising the transformative effect of human activity whilst acknowledging the social, cultural and historical notions of development associated with Vygotsky. Engestrom integrates Leontiev’s identification of motive with the object of activity as the source of activity and represented in diagrammatic form (see Fig. 4). Intended to convey the multi-relational nature of human activity, the triangular activity system shows a “simplified model of mediated action” (Engestrom, 1999a, p23) in which the object/motive is present at the same time as the subject and the mediational means (the “artefact”) in any social activity. Identification of a motive prompts pursuit of a course of action towards an intended, or planned-for, outcome (object), during which individuals (subjects) will use the tools, or artefacts, (mediational means) at their disposal in their quest towards achieving their object.

First Generation Activity Theory Model (Engestrom, 1999a, p30)



(Figure 4)

Subsequent evolutions of the model introduced further layers of complexity, such as community, rules and division of labour, extending the model’s general applicability to a wider array of social practices: from the learning of farmers (Mukute and Lotz-Sisitka, 2012), through the flow of knowledge in healthcare institutions (Lin et al., 2008) to the work of multi-agency professionals (Daniels, 2004). The activity system tends to be an analytical tool for *existing* practices (Bakhurst, 2009, p206) and, perhaps, supporting identification of conflicting motives. It should be noted that motives for entering the profession is the subject of extensive existing research (Hobson and Malderez, 2005). Also, in terms of the aims of the current study, the applicability of CHAT for supporting further understanding of the professional development processes of trainees who are new to teaching is considered to be limited in terms of explaining their process of development of meanings in their new activity of learning to teach.

The work of Lave and Wenger (1991) was key in theorising development through social activity. They applied the view that workplace activity is a form of social activity. Their contention is that newcomers to a social activity – and they look at workplace entrants in a variety of jobs – become more expert as they work alongside the ‘old timers’, or people who are more experienced in the work. The essence of being able to learn how to do this arises, in the view of these authors, through participation which becomes increasingly legitimate in terms of the contribution they can

make towards the work being undertaken. Participation is argued by some to be a vague and problematic notion which drifts from the central idea of the situatedness of learning and becomes “decontextualised” (Boylan, 2010, p69). This is taken to mean that participation, when referring to a wide range of activities, disregards the extent to which participation is a combination of individuals’ willingness and the willingness of the community of practitioners to allow them to join in with the practices. This point is made again with reference to professional practice in research into trainee teachers’ conflict between finding out how experienced teachers teach, and how they, themselves feel comfortable teaching (Maynard, 2001). Elsewhere, in research into primary school trainees learning how to teach Chemistry, it is noted that there are varying ways to participate depending on the particular combination of individuals engaged in a practice (Kaartinen, 2009). Contesting the notion of passivity in the term ‘participation’, ‘contribution’ is suggested as an alternative (Stetsenko, 2009). Stetsenko contends that ‘contribution’ connotes agency and acknowledged the active element of individual participation: contributing to collaborative social practices leads to individual development, and development, achieved this way, contributes to societal development of the practice.

At this point, the research is consulted for evidence of what is currently known about trainee teachers’ development through participation. One large, and growing, field of the literature is introduced in relation to this: teacher identity. In a review of 29 empirical studies (Izadinia, 2013) featuring the professional identity development of student teachers – those in the early years of teaching as opposed to those in training – the author claimed to detect a ‘general acknowledgement’ amongst scholars that identity plays a central part in many features of student teachers’ decisions about teaching practices, lesson content, relationships with students and their attitude to further professional development (ibid., p695). In addition, the review suggests that identity is understood as arising due to “a range of internal factors like motivation and emotion...and external variables such as context and prior experiences...and leave it in a state of constant flux” (ibid.). There is no question raised as to whether the contradiction between identity as guiding decisions and being in a state of flux might be theoretically problematic. The fluctuating nature of trainee teachers’ practice is apparent in research evidence which has found trainees moulding their practice to fit the practice of the qualified colleagues whose classes they take (teaching by proxy (Edwards and Protheroe, 2004)) or when trainees postpone their own development during the training course until they can establish their own way of doing things when they become qualified teachers with their own classes (Roberts & Graham’s (2007) ‘strategic compliance’). Although the concept of identity may have some relevance to trainee teachers, it is argued that, at this early stage of participating in activity, the upheavals and contradictions in respect of trainees’ identity are one part of the process of forging a new idea of themselves which includes the aspect of ‘teacher’: “a self that has within it a teacher identity” (McNally and Gray, 2006, p4).

Turning specifically to the sociocultural field with respect to this popular area of research, the conflicting notion of identity as fluctuating but also guiding action can be found in the work of Holland et al (Holland and Lachicotte Jr., 2007, Holland et al., 1998). Taking a sociocultural approach to anthropological studies, the same tension presents itself in the work of these authors who, although they consider identity to be a cultural tool (Holland et al., 1998), do not make it entirely clear how development of this tool relates to individual development. Moreover, the findings of Holland et al are based on data collected from people securely embedded in the culture of their society, such as the Nepalese woman who climbed up the outside of a house to avoid insulting a woman of higher caste (ibid., pp29-30): a greatly different proposition to those trainees who are entering a new realm of social practice and not embedded to the same extent.

Roth et al (2004), drawing on Lave and Wenger and Engestrom, present teachers’ and students’ construction of identity as an ongoing process during practical activity. The authors postulate that involvement in social activity results in participants constantly making and remaking the ways

they understand themselves and the way they are understood by others (ibid., p50). For these authors, “identity can be regarded as one of the outcomes of a person’s participation in ongoing activity” (ibid.) and they assert that “*moments of crisis* or when people change from one activity system to another” (ibid., p50) are points when individuals are engaged in identity creation. The interesting ideas of transition and crises will be examined in Chapters 3 and 4 in connection with the notion of turning points in trajectories of professional development. At this point, however, it is noted that the position of Roth et al who see identity as *one* outcome of social activity may be applicable to trainee teachers. The pertinence of identity construction in relation to teacher development will be further discussed in Chapter 8 with regard to whether it can advance the field of teacher development, either in practical terms of making teachers teach better or theoretically, by contributing to improved understanding professional development.

Although identity construction may be one of the outcomes of a trainee’s PGCE course, this particular study contends that the construction of meanings about teaching whilst engaged in learning to become a teacher, through the development of concepts pertinent to the social activity of learning to teach, are integral to a sociocultural approach to professional development. It has been suggested that individual trainees’ construction of meaning about the activity of teaching can be thought of as a trajectory; confined to the activity of teaching, this can be considered a trajectory of professional development. Dreier’s work drew upon Vygotsky’s notions of disruptions and upheavals in the general line of development as pointing towards specific moments of passing uncertainty, where meaning garnered in past activity proves inadequate to continue. It is at this point that the relational aspect of learning comes to the fore and will be considered with reference to Edwards’ concept of relational agency in the following section.

3.7 Relational Agency and Professional Development

The influence of working with others in professional practice is the focus of Relational Agency. Introducing CHAT to the field of professional practice, Edwards (2007b) unites activity and mediation in the concept of relational agency. This specific concept addresses the uniquely-emerging knowledge which arises when people work together towards a shared goal, or engage in joint object activity (Edwards, 2007a). Emergent knowledge is unique in the individual sense, in that it did not exist for either party prior to the activity relating to the work; and it is unique in a social sense, in that it emerges from the precisely situated nature of the work being undertaken in pursuit of the established object. This section argues that Edwards’ “conceptual tool” (2007b, p15) is useful for framing an account of trainee teachers’ professional development during their PGCE year.

Edwards’ concept is one which evolves as she researches the practices of professionals working together in teaching (Edwards and Protheroe, 2003, 2004) and included work on trainee teachers’ learning to teach (Edwards, 2005, Edwards and D’Arcy, 2004). It went on to be used in inter-agency research to examine the way people, often from professions with different ways of working, learn to negotiate the decisions necessary to continue their professional work (Daniels, 2011). Early papers specify relational agency as individuals’ “capacity to work with others” (Edwards, 2005, p172), but later papers describe it as a process of joint professional activity (Edwards, 2007b) and also an outcome of this type of practice (ibid.). Her current work advances the concept towards the area of relational expertise (Edwards, 2011) between professionals building their own ‘core’ expertise through consideration of other professionals’ expertise as a resource to solving a work problem. This application is not strictly relevant to the processes individual trainees are undergoing as they embark on their journey of professional development and so references from her 2007 paper “Relational Agency in Professional Practice: A CHAT

Analysis”, supplemented as required by reference to earlier works, forms the basis for my use of relational agency in this thesis.

Perhaps because of the evolving nature of the concept, Edwards’ terminology can be inconsistent. It is noted that, in one paper, Edwards does not offer distinctions between professional learning (Edwards, 2007b, p13-14), professional training (ibid. p14) and professional activity (ibid.). She does not explicitly use the term professional development to refer to the evolving practices which occur as a result of relational agency. However, she does relate learning and development when describing relational agency as occupying a conceptual space which encompasses the enhancement of individual understanding along with incorporating systemic change (ibid., p5). This perhaps indicates that, in Edwards’ view, a development of practice is an external manifestation of internal cognitive development: that one can only expect a development in an individual’s professional practice *when there has been an accompanying development of understanding related to that profession practice*. In other words, professional learning is a term which, for Edwards, implies evidence of the development of professional practice in an individual practitioner.

Edwards stresses that learning how to participate in professional practice requires learning which goes beyond the taking on of received knowledge, requiring:

“[individuals to learn] how to interpret a problem embedded within social practices and to know how to respond to that problem”

(Edwards, 2007b, p4)

This reveals three important elements making relational agency a useful tool for providing an account of the individual, the social and the activity of social practices. Beginning with the individual, cognitive transformation is implied in the interpretative activity directed towards cultural tools, and other people (Edwards and D’Arcy, 2004, p149); then there is the recognition that the social practices exist prior to and alongside the involvement of individuals’ participation, comprised of the multiple experiences of individuals already engaged in them; and finally, there is the acknowledgement of a third element arising from the participation of the individual in social practices in the situated and appropriate responses when acting in relation to the interpretations of the social practices in question. In incorporating the individual, the social and practices, Edwards offers a view of human learning which is at once unique to the individual, guided by the practices of the society and culture in which the individual participates *and* is capable of offering opportunities to replicate or innovate those practices. Most interested in the latter, Edwards’ focus on learning allows her to examine the way that individuals can, in collaboration with others in professional activity, transform their personal understanding of the professional object of activity and thereby create the opportunity to transform their practice. In CHAT terms, this is a matter of expanding the object of activity (Edwards, 2007b, p4). The lens of relational agency makes the interactions trainees have with professional colleagues during their training year significant influences.

Edwards presents individuals developing higher psychological functions through activity mediated by cultural tools (Edwards, 2005, p171). Tool-use, and subsequent sense-making by the individual acting with them, will have a transformational effect on the structures of the brain; these personal cognitive transformations allow a new perspective upon social activities which “reconfigure” (ibid.) the activity for the individual. This reconfiguration is crucial in supporting evolution of activities and practices, both for the individual and also the social practice. It was Edwards’ view that the work of Vygotsky tended to encourage subsequent theorising on

internalisation processes (ibid.) whereas she was interested in considering how mediation could transform external practices (ibid., p172). This is relevant to this study's aim to understand trainees' developing professional practice. Edwards' particular interest was in the mediating effect of joint-object activity which led her to position the development of professional practice as a process of the mediating effects of professional relationships, influenced by jointly-established objects of activity. A practitioner aligning with the interpretation of other colleagues' interpretations of the object of activity, expands their own understanding (Edwards and D'Arcy, 2004, p15). In these terms, it is clear that the object, as a prompt to activity, must be considered the beginning of a process of learning but it is the mediational means which expands an individual understanding and which leads development of their practice. Adults, jointly-engaged in their workplace activity, enhance their own learning whilst their actions simultaneously produce changes in the way they understand the joint-object of their activity.

This expansion of objects may support development of those strong forms of agency (Edwards, 2005, 2007b) which are requisite in decision-making while working in response to the unpredictable events of professional practice (Edwards, 2007b, p13). Edwards' view of professional activity chimes with those mentioned in Chapter 2 who consider professionalism to be the specific application of specialised knowledge in response to problems or non-routine situations intrinsically professional activity (Hoyle, 1983, Langford, 1978). The strength of the agency lies in this responsiveness; the alternative, according to Edwards, would be a form of practice which carried on regardless in the face of change, resulting in a weakened form of professionalism (Edwards, 2007b). In her 2005 paper, she explains that during initial teacher training, relational agency can be apparent in:

“a sharing of existing expertise in the interpretations of problem spaces and supported pathways of participation in response to them. There a capacity to work with others and to negotiate meanings should be seen as valuable and not evidence of weakness.”
(Edwards, 2005, p179)

This conjures a scenario in which trainees work jointly with professional colleagues to respond to problems, presumably in a trainee's practice, and work towards overcoming them. For this to happen, Edwards asserts that there is some joint responsibility in the parties involved to identify problems and communicate effectively enough to create a meaningful understanding of it (Edwards, 2005). This is what will support expansion of the object and lead to reconfiguration of individual understanding enabling a new approach to be taken. In other words, joint identification of problems in a trainee's practice leading to action undertaken to remedy the problem, will lead to individual cognitive development and allow development of professional practice as a result. The limitations of the joint aspect of relational agency will be investigated in relation to the data presented in Chapter 7 and discussed further in Chapter 8.

Relational agency, then, is considered a useful concept to understand professional development as the outcome of professional learning arising when professionals jointly act on problems in professional practice. The lens of relational agency helps theorise a mechanism to explain trainees' professional development with other professional colleagues identified as influential mediators of learning about professional practice.

The chapter draws towards a close with some reflections on the sociocultural approach and its application in research. This is followed by a reconsideration of Evans' work in the light of the sociocultural ideas presented in this chapter.

3.8 Reflections on sociocultural theory

There is some difficulty in finding coherent criticism of the approach when its foundations are fragmented and still evolving. The provenance of the sociocultural approach branched, both theoretically and geographically, after Vygotsky's death in 1934. Some of Vygotsky's followers continued his theory of development – such as Luria (1976) and Galperin (Arievitch and Haenen, 2005), whilst Leontiev (1978a) took others to pursue clarification of Vygotsky's position on activity, amongst other ideas. Secondly, translation of the Russian originals into English during the late 1970s and into the 1980s, resulted in a geographical branching out, with 'Western', or 'Anglo-American' (Bakhurst, 2009, p198) thinking brought to bear on the original Russian ideas. The problems relating to translation have already been noted above (Gillen, 2000, Rowlands, 2003). This brief section considers the few, more sustained, criticisms of the sociocultural approach.

One key criticism has been raised with regard to a core idea and terminology in Activity Theory (AT) (Bakhurst, 2009): when activity can range so variably from brushing one's teeth to designing a product to ease elderly patients' mobility, "how could there be a theory of activity *per se* that was not so general as to be utterly useless?..[and do] we really know what it means to say of activity that it is a fundamental unit of an analysis..." (ibid. p198). Reflecting on 'generations' of theory, as Bakhurst does regarding activity in this paper, or as Lave and Wenger do with regard to Vygotsky's zone of proximal development (Lave and Wenger, 1991, pp48-49), some ask how these additions advance the field. Bakhurst queries the status adjective 'theory', suggesting that, rather, it is "a model or a schema that has minimal predictive power" (Bakhurst, 2009, p206). He suggests that it is "a universal, but generally vacuous schema, that turns out to be a useful heuristic in reference to certain kinds of activity" (ibid., p206), namely the sorts of things that AT researchers like to research. Bakhurst also asks, by what other authority than that the 'triangle' comes from Vygotsky's mediational diagram in *Mind in Society* (Vygotsky, 1978, p54); *does* activity assume a triangular shape; how do the elements of the triangle *relate* to one another; and where is the important notion of 'contradiction' evident in the model (ibid.)? Bakhurst also scrutinises the phrase 'object of activity', identifying two meanings: the first, synonymous with the purpose for doing something; the second being the 'thing' which is being acted upon in the course of the activity, the clarity of which may depend rather on the type of activity underway (Bakhurst, 2009, p208). Bakhurst reminds researchers to constantly question the triangle model, urging caution "about given, stable, structural representations where you aspire to understand dynamism, flux, reflexivity, and transformation" (Bakhurst, 2009, p209). Despite the drawbacks Bakhurst identifies, the literature shows that activity theory is widely applied with the concept of activity applied in areas as widely disparate as researching complex healthcare problems (Greig et al., 2011), the teaching of English as a foreign language in Armenia (Feryok, 2012), and understanding more about patterns of repeat offenders (Miller, 2013).

It has, however, been suggested that some accounts of activity systems within institutions can neglect the part played by individuals (Edwards, 2007b, Edwards, 2005) and downplay the central influence of language which is contingent with activity (Wells, 2002). Conversely, Ratner (1997) points to the way activity was underplayed in Vygotsky's work and that, in his emphasis of language on development, Vygotsky can be criticised for presenting social activity as semiotically-bound. This "logocentric emphasis" (Smagorinsky, 2011, p338) has been identified as contributing to the effect of underplaying the role of non-verbal systems of meaning-making such as art or music, including pre-language communication (Van der Veer and Van Ijzendoorn, 1985); the role played by gestures in communication (Vallotton and Ayoub, 2010) evident in mother-infant interactions; or even tacit cultural meanings in the architecture of entrances to buildings (Valsiner, 2008). However, the influence of language on development is widely recognised as a hugely important contribution to explanatory research (Edwards and Daniels, 2004).

Bakhurst raises questions about another core idea of the approach: mediation. “If we grant that all thought depends on mediation, then we have to see the mediational means as disclosing reality to us, not as coming between us and reality. But how we are to achieve this is not transparent” (Bakhurst, 2009, p204). It is doubtful that Vygotsky intended that mediation be understood as a barrier, but rather as a word which describes the *process* by which an individual understands and comes to act in the world as they experience it. This process, of making meaning in social activity is to be carefully distinguished from the idea of knowledge accumulation and ‘getting new information’. Theories which treat knowing more as synonymous with development are conflating increased content knowledge with a more qualitative cognitive expansion of the individual mind.

Aside from criticism of key ideas, ideological tensions identified within the sociocultural approach have prompted criticism that although it is non-dualistic in outlook, this stance is undermined by employing dualistic terminology (Sawyer, 2001, Sawyer, 2002). Noting how sociocultural theorists reject individualism and causation in favour of a theory of the inseparability of the individual from their context, Sawyer sees as problematic the continuation of dualistic terminology in the writings of leading sociocultural theorists. Referring to the individual within their context is, says Sawyer, separating the two even whilst claiming they are inseparable. Sawyer includes a further objection, from Margaret Archer (1995), regarding the tendency of socioculturalists to study ‘development’ over small time spans when it is one of her contentions that development is a longitudinal process; this concentration on microgenesis is at odds with the more expansive structuralist views.

According to Sawyer, empirical work with a sociocultural stance must accept separability and employ analytic dualism in order to study the individual, the context and the processes of adjustments between them (Sawyer, 2002, p299). Perhaps this issue is taxing theorists because of the constraints of analytical language which requires that linear accounts are given of simultaneously-occurring complex events, and linear analysis may be ill-fitted for variables which shift perpetually whilst under scrutiny. A detailed refutation of Sawyer’s standpoint (Campos, 2003) asserts that there is a difference between asserting that process is fundamental and that process negates the individual and social elements which comprise it. Additionally, Campos argues that Sawyer’s own standpoint requires separation of entities to be considered real, whereas, for socioculturalists, the ‘reality’ of both the individual and the social are not reduced by being co-constituents. Campos quotes from Valsiner’s assertion that duality is characterised by ‘co-presence and relation’ (ibid., p174, citing Valsiner(1998, p21)). These distinctions are further elucidated in the following chapter when addressing the ontological and epistemological implications of a sociocultural approach to researching trainee teachers’ professional development. Before that, however, the chapter concludes with a reflection on the way a sociocultural approach can strengthen the notions of professional development offered by Evans and which were set out in Chapter 2.

3.9 From Evans to Vygotsky

Acknowledgement of the obvious discrepancies between a sociocultural approach and Evans’ work must be made. Evans’ focus on professional development is quite specific, arising in relation to teaching, and small in scope, though she claims that her model could be broadly applicable to professions beyond teaching (Evans, 2011). By comparison, Vygotsky’s theory of development of mind is extensive, seeking to provide a theory and methodology to explain development of the human mind (Vygotsky, 1978). Vygotsky’s theory is deduced from empirical experimentation whereas Evans’ (2011) model is largely theoretical and descriptive rather than explanatory.

Vygotsky favoured explanatory research over descriptive, considering it superior for advancing knowledge (Vygotsky, 1978, pp62-63). More substantially, Vygotsky's theory of development is highly situated, recognising the contribution of social activity to the psychological development of the individual, whereas Evans' model is person-centred and narrower in scope with its focus on professional development in adults. She is, however, aware that her model lacks an adequate theory of how professional development may occur at the individual level (Evans, 2002, Evans, 2008), calling for research which can explain the 'micro-level professional development' experienced by individuals (Evans, 2011, Evans, 2014). She also acknowledges the professional as operating within a profession, as set out in an early paper which uses Hoyle's (1975) distinctions between individual professionalism and the profession-wide term professionalism. However, she fails to relate the individual to their profession beyond an unsubstantiated claim that individual professionals seemingly just *know* when something is 'better' practice (Evans, 2011, Evans, 2014).

Evans' model may, arguably, have room for the social to figure in an account of professional development if the Perceptual Dimension is considered to include perceptions of the profession. However, there is no reference to the wider profession in any elements of Evans' model. For the Perceptual Dimension to fill the theoretical gap of the role a broad professional context plays in individual professional development, substantial development of Evans' theory would be required. In particular, theorising would be required to supplement the existing explanation of the dimension as pertaining to the "perceptions, beliefs and views held by practitioners" (Evans, 2011, p856) with explicit reference to individuals' perception of other professionals, their professional activity and the language and tools they use in this activity which influence their professional development. This would be a departure from her position which centralises the role of the individual in choosing whether or not to adopt new practices. The substance of Evans' components and in particular the dimensions, is very short on detail and offers no account of how the various parts of the model relate to each other. Given that Vygotsky has a theory which offers an explanation for development which encompasses the social as a source of individual development, a consideration of whether it could usefully extend Evans' model is now offered.

Both researchers conceptualise development as a process, with the implications that this involves longitudinal and incremental forces, resulting in both taking a holistic, non-reductive stance. Vygotsky stresses the importance of social activity as the grounding of development, and similarly Evans is concerned with the actualities of practice, as evinced by her term 'enacted professionalism' and her inclusion in the model of professional development of a Behavioural Component. Evans' attempt to present a holistic model of development shares some ambitions with Vygotsky in seeking to avoid reductionist accounts of complex processes of human activity and psychology. Just as Vygotsky sees development as dialectical and relational, Evans claims that an understanding of professional development which includes only behavioural facets is superficial and incomplete (Evans, 2008, 2011). Inherent in both their approaches is the acknowledgement of active individual minds in developmental processes; for Evans this lies within the Intellectual Component of her model. Her essentialist stance prevents her offering a full explanation of the development of an individual practitioner's mind in the process of professional development; her work tends to read as if the Intellectual Component is an intrinsic individual capacity. Nevertheless, she credits individual intellectual activities as influencing whether or not practitioners adopt or commit to professional actions, and as influencing the formation of epistemological positions, a dimension within the Attitudinal Component of her model (see Fig. 2 above).

The attitudinal component is Evans' acknowledgement of the role values and beliefs play in shaping professional practice. There may be interest in exploring connections between this and Vygotsky's work on *perezhivanie* (Vygotsky, 1994): a term intended to encapsulate the motivation of the individual (Daniels, 2009) and which some suggest has the potential to be a unit of analysis for conceptualising human development (Mahn and John-Steiner, 2002). This concept is appraised in the final chapter but was considered beyond the scope of the current study as a focus for the research.

Given that Evans (2011, 2014) is calling for research which can fill the explanatory lacuna regarding the means of professional development at the individual level, sociocultural theory is proposed as a possible approach. Accommodating influences from the social sphere upon the individual developing professional arguably offers a holistic theory of professional development. Additionally, a sociocultural approach to development could substantially enhance the applicability of Evan's work. The intellectual processes, which are without attributable influences in Evan's model, require an explanation as to what prompts their development and why they do not stagnate. Conceptualising the teacher who is engaged in professional development as a learner, influenced by the practices of her professional colleagues, observing them, listening to and interacting with them, adopting similar outlooks, rejecting, ignoring or complying with their values, seems to necessitate a theory of professional development which has the capacity to focus on the nature of those interactions: relational agency has been argued as suitable for this task.

Of specific interest is the trajectory of professional development in supporting a conception of the trainee engaged in making sense of teaching practice, as an unfolding pathway of transformative events, when new meanings are required in response to new and emerging situations. It is argued that data collection which asks individual learners to identify significant influences on their own development will strongly correspond to questions addressing the nature of individual development processes. Analysing their own practice, identifying problems in achieving the kind of practice they want and communicating those problems to professional colleagues is a learner's key contribution to interactions with professional colleagues. Centralising trainees' views on influences which they felt to be significant in the journey toward becoming a teacher was highly influential in the design of the study, as set out in the next chapter.

It is contended that sociocultural theory not only fills the gap left by Evans' model regarding the individual process of professional development but can reposition the trainee teacher as a learner; the social practice of teaching can be considered as a mediating influence on individual sense-making processes; and the process of engagement in a new social practice can be conceived of as highly influential upon professional development.

3.10 Summary of the Argument

Chapter 2 presented a review of the changing landscape of teacher training in England and argued for an understanding of professional development which was not limited to a static, competence-focused definitions of teachers' work. Evans' (2011) model of professional development was considered useful for conceptualising some complexities of the process of individual practitioners. Its limitations were discussed in terms of an inadequate account of the social processes influencing individual practitioners and an argument was presented for

strengthening Evans' work by introducing a sociocultural approach. The dialectical element of Vygotsky's theory frames the development of the mind as an ongoing historical process originating within the phylogenetic sweep of development of human social activity, broadening the explanatory scope of Evans' work considerably. This stance invites professional development to be considered as a historical process. Within the historical unfolding of the development of the profession, individual teachers upon entry, take up the work of making sense of the activity as they participate in it. It is proposed that a sociocultural view of trainee teachers' professional development requires research to identify moments when trainees' previous understandings are challenged, and which prompt upheavals in the line of development of meaning which require reconstruction and adaptation to incorporate those changes. The idea of the trajectory is argued to be a useful conceptual tool for representing a sociocultural approach to professional development, where moments of disruption in understanding are indicated as turning points in that trajectory. Additionally, the specific concept of relational agency, with its focus on the mediating influence of professional colleagues, has been suggested as a suitable means for conceptualising the process of the professional development of trainee teachers as they undertake their PGCE training.

The remainder of the thesis aims to answer following research questions:

RQ1: What is the process of professional development of trainee teachers on a secondary PGCE course?

RQ2: What do trainees identify as key influences on their professional development?

In the following chapter, the ontological and epistemological implications of taking a sociocultural approach to professional development are explained. These are related to the decision to the rationale for the choice to have case studies of individual trainees and interview them about their experiences. In addition, it is noted that the theoretical notion of personal trajectories has been developed in a novel way and used as an analytical tool. It is suggested that the drawing of trajectories of professional development could be extended to become a useful practical diagnostic or evaluative tool for assessing trainees' perceptions of their professional development.

Chapter 4 Methodology and Design

As set out at the beginning of the previous chapter, Vygotsky's dialectical and historical view of development of mind attributes qualitative transformations of mind to involvement in social activity over the course of an individual lifetime: it is within activity that meaning arises. Whilst those societal activities are themselves evolving over time, an individual who 'arrives' at a point in time to join in with that activity must construct their own personal meanings for those social activities, which are new *to them*. Vygotsky's contention was that all development within cultural activity arises first between people and is then internalised by the individual. The construction of personal understandings, which arise through the meanings, or concepts, within social activity, is formed through a series of qualitative transformations. Over time, it was argued, this process of successive transformations can be conceptualised as a trajectory of development representing an individual's personal history. The aim of this thesis is to understand more about trainee teachers' professional development. It is proposed that this can be achieved by conceptualising their professional development as a trajectory. This chapter relates the theoretical premises of Chapter 3 to the methodology employed in constructing an explanatory account of professional development. It sets out the rationale for approaching this task by examining the unfolding formation of understanding of trainees' concepts relating to teaching. Initially, however, the ontological implications of a sociocultural approach are considered then related to the epistemological and methodological considerations and their influences on the research choices designed to achieve the study's aim.

4.1 Some Ontological Implications of Adopting a Sociocultural Approach

In adopting Vygotsky's view that development is "a complex dialectical process" (Vygotsky, 1978, p73), this research acknowledges the fluidity of historically-evolving meaning construction and argues that study of processes, as opposed to end results, is necessary when the focus is developmental. The implications of studying process are considered here in relation to Vygotsky's (1966) concept of general history as the phylogenetic development of those specifically-human aspects of mankind the species. It was explained in Chapter 3 that, by taking the view that knowledge is not static but historically-evolving, the scope extends from development of the species to the development of understandings within a person's mind. The inter-relatedness of the social and the individual becomes integral within such a generative view of knowledge. Vygotsky, in recognising the influence of social interaction on formation of the individual human mind, conveyed the scope and inter-relatedness of person and society with even more minute focus:

"that we become ourselves through others...applies not only to the personality as a whole, but also to the history of every individual function."

(Vygotsky, 1966, p43)

Vygotsky's view conveys an understanding of knowledge in relation to the sweep of general history: the social and historical evolution of human kind, through specifically-human, or cultural, activity is the source of individual development of mind. Such an ontology conceptualises

“the integration of all levels of history into one explanatory account of the sociohistorical formation of mind.” (Scribner, 1985, p142)

This invites a theoretical premise which integrates ontogenesis with microgenesis in the construction of an explanation of the process of individuals' meaning-making activity. Vygotsky identified mediation as key to linking individual development with social activity. The contentions in Chapter 3 are reiterated here: that, according to Vygotsky, the mediating effects of social and cultural tools and symbols are the source of the process of individual development and, of prime importance amongst these, is language.

The role of the changing relation of word and meaning in development becomes of key importance. As with all processes in a dialectical historical view of development, the relation of word to meaning is also a process in flux.

“A word acquires its sense from the context in which it appears; in different contexts it changes its sense.” (Vygotsky, 1986, 245)

Vygotsky recognised that, within the historical dialectic, the formation of word meaning occurring during social activity – semiotic mediation – is the microgenetic process, founded upon which is individual development of higher – or specifically human, cultural – psychological functions. As the activity develops so, it must follow, that the meanings inherent in that activity develop. Thus, the:

“relation of thought to word is...a process, a continual movement backwards and forth, from thought to word and from word to thought. In that process the relation of thought to word undergoes changes that in themselves may be regarded as developmental in the functional sense” (Vygotsky, 1986, p218)

This emphasises the developmental influence of semiotic mediation on individual cognitive functions. As argued in Chapter 3, the qualitative transformations of individual thought are considered to manifest in transformations in activities, such as those supporting innovation and problem-solving. Through transformed understanding, the possibilities for acting are transformed. The continual flow across all scopes, or 'levels' (Scribner, 1985), of development means that a static conceptualisation of knowledge cannot account sufficiently for the process of on-going, individual meaning-construction in relation to the on-going construction of social and cultural activities within the scope of the development of the general history of human kind.

It is argued that, a position whereby knowledge is understood to be fluid, its construction on-going and its creation arising in activity with specifically-human – cultural – requires that knowledge, and its development, is understood as a process itself. Adopting a process ontology

incorporates such a view and directs the researcher to study knowledge in the process of development. Developmental, such as coming to understand the professional activity of teaching through participating in a course designed to train people to become teachers, is supported by a process ontology. As such, there are implications on the epistemological and methodological options available when constructing a research study with a process ontology, and these will be addressed in the following sections.

4.2 Some Epistemological Implications of Adopting a Process Ontology

The question about *how* to study process is preceded by that which asks *what* to study. The grounds of a process ontology lie in the human activity of ongoing construction of meaning and, in Vygotsky's view, words, which "direct our mental operations" (Vygotsky, 1986, p107), assume great significance. For Vygotsky, this brought into focus the process of development of word meaning. This was set out in Chapter 3 with regard to concept development and the development of higher, or cultural, psychological functions. The acquisition of concepts, through internalising word meaning, was seen as a key influence in overcoming impulsive actions and guiding the primitive or immature human to consciousness and self-mastery. As already indicated, the formation of word meaning and thought is in itself a dialectical and historical process related to the social context of activity within which meaning is formed. It should be reiterated that:

"The connection between thought and word...is neither performed nor constant. It emerges in the course of development and itself evolves." (Vygotsky, 1986, p255)

The emergent and developmental nature of individually constructed understanding places prominence on the individual account of meaning making. Adopting a process ontology requires that accounts of changing concepts of word meaning are useful indicators of potential development in the individual mind. This assertion arises from Vygotsky's contention that the development of higher psychological functions occurs through meanings inherent within social activity, a process which is subject to on-going development itself. A process ontology gives rise to epistemological implications about the scientific object of research. 'Truth' is not a destination for sociocultural research, but a relative position and what we can know, from that position, is how an individual interprets their experience. At the same time, socioculturalists understand that, in coming to interpret the experience in that way, a new vantage point is gained and so further actions regarding the experience, including its interpretation, necessarily change. In research terms, the shifting sands of individual meaning-making are the location for fieldwork.

Applied to this research, participants' accounts of the process of developing meanings inherent in the social activity of teaching are regarded as highly valid and, in line with the aims of the study, are considered fundamental to the construction of an explanatory account of their becoming a teacher. This position influenced the choice of methods which aimed to collect verbal accounts of the experiences trainees had on their teaching practices and which revealed their realisation of new meanings inherent in the practice. More detailed consideration will be given to the rationale for two key method choices later in the chapter and the explanation of the practical application of this epistemological position is set out in Chapter 5 with reference to methods of data collection.

Prior to that, Vygotsky's methodology is presented in relation to the ontological and epistemological positions outlined above.

4.3 Vygotsky's Genetic Methodology

A process ontology requires a complementary methodology and a "shift" (Vygotsky, 1978, p61) in the focus of research, in which process, not outcome, is the subject of analysis. To reiterate from Chapter 3, Vygotsky saw that the search for a method which agreed with a dialectical process was of great importance, arguing that:

"to study something historically means to study it in the process of change"
(Vygotsky, 1978, pp64-65)

This prompted Vygotsky to develop a *dynamic* methodology which could keep pace with the flow of developmental changes unfolding over time. His dynamic methodology enabled researchers to study:

"the process of a given thing's development in all its phases and
changes...fundamentally means to discover its nature, its essence."
(Vygotsky, 1978, p65)

In other words, Vygotsky, in adopting a dialectical historical ontology, required a methodology which could accommodate the requirement to show the development of the object of research as it unfolded. Regarding the development of those higher psychological functions which individual minds develop within social activity, Vygotsky held the view that these were "undergoing changes right before one's eyes" (Vygotsky, 1978, p61) and that it was "possible to trace this development" (Vygotsky, 1978, p61) if the focus of research was directed towards a "reconstruction of each stage in the development of the process: the process must be turned back to its initial stages" (Vygotsky, 1978, p62). It ought to be pointed out here that the word 'stages' does not refer to the kind of incremental accrual of quantity required for biological cell development; as explained in Chapter 3, the stages of development which Vygotsky conceptualised were not recapitulative, but generative. This means that previous developmental leaps are incorporated within, and may fundamentally transform, successive developments. This point was exemplified in Section 3.3 above with reference to generalisation and the specific illustration of developing concepts of flowers.

For Vygotsky research methods which could collect data showing changes in, for example concept development, provided the opportunity to retrospectively trace the development through successive evolutions, "back to its initial stages" (Vygotsky, 1978, p62). The purpose of this exercise was to produce "a dynamic display of the main points making up the process itself" (Vygotsky, 1978, p61) which would enable researchers to construct an historical and developmental account of the phenomenon under study. By employing a developmental method

of study upon a process, Vygotsky intended “the disclosure of its genesis” (Vygotsky, 1978, p62), where genesis refers to its origins, and gives rise to the name ‘genetic’ methodology.

Associated with the genetic methodology was a dynamic scientific research method which Vygotsky developed in relation to a sequence of experiments researching choice reactions and is considered to have many merits in its application within the present study. Concerned with studying “the entire history of a reaction” (Vygotsky, 1978, p69), Vygotsky goes into further detail about stages in the process:

“we will want to study the reaction as it appears initially, as it takes shape, and after it is firmly formed, constantly keeping in mind the dynamic flow of the entire process of its development.”
(Vygotsky, 1978, p69)

In this clearly structured framework, three stages are identified in studying complex reactions in novel situations which imply qualitative transformations: from initial appearance, through a change from how it seemed originally, to a ‘final’ stage. The implication is that the ‘final’ stage is complete, in a sense, by being ‘firmly formed’, although the suitability of this notion within a process ontology is debatable, as will be discussed a little later. Despite this, the method clearly guides researchers to identify changes unfolding over time and results in a strong cohesion between method, methodology and theory.

The current study adopts a process ontology and a dynamic genetic methodology in researching the process of the individual engaged in meaning making, understood as an unfolding process of unification of previous understandings with emerging understandings in new contexts and at new points in time. Applied specifically to this study, there is particular interest in tracing the negotiation process which involves trainees’ attempts in seeking to unify dissonant conceptions of meanings which they encounter during the varying experiences of their PGCE course and which they consider to be inherent to the social activity of teaching. Incorporation of the genetic method, recognition of the social sources of development and the role played by the mediating influence of signs and symbols on the process of individual meaning-making have been argued by some to be the three “central tenets” (John-Steiner and Mahn, 1996, p194) of the sociocultural framework. As such, in adopting these elements, the current study can be considered to be taking a sociocultural approach to the professional development of trainee teachers. At this point, consideration is given to some of the tensions inherent in research adopting this methodological approach.

4.4 Reflections on Employing Vygotsky’s Methodology

Firstly, and with reference to the third stage in Vygotsky’s dynamic, the notion of ‘permanent’ formation of reactions within a process ontology may be fundamentally contradictory. The essence of the historical stance is that nothing is impervious to change, and permanence becomes a difficult concept. Its inclusion may be the result of an effort to distinguish development from mere change, the latter, perhaps, implicitly more superficial. This tension is discussed in Chapter 6 in relation to Evans’ placing significance upon change which “exceeds transitoriness” (Evans, 2011, p868). Furthermore, the extent to which trainee teachers can be

considered to have ‘firmly formed’ their practice by the end of a PGCE course is entirely debatable and does not hold with the historically evolving concept of trainee teachers which the review of professional development literature in Chapter 2 identified. With this in mind, some discussion of the tensions which other researchers have identified in the methodology, and issues of validity in the qualitative paradigm more generally, are considered before specific attention is given to the incorporation of existing research methods into a sociocultural approach.

It can be argued that, in addition, another tension can easily arise due to the limitation of language in communicating the dialectic theory and methodology. This can be demonstrated by examining one particular aspect of sociocultural theory and noting how swiftly the individual becomes referred to as a separate entity from the world ‘beyond’ the individual body. Some of Valsiner’s work on internalization (Valsiner, 1998, Valsiner, 2008, Lawrence and Valsiner, 2003) regards the nature of individual interpretation as being a continual process of sense-making activity in which the available range of meanings derive from an individual’s previous social interactions. These interactions begin as activity external to the individual but can be adopted by them to form personal meanings. This personal sense-making process, ‘microgenesis’, suggests that, once meanings are internalised, they can be summoned to aid interpretation of social activity. Emphasising the process of development as dialectical requires the acknowledgement of the continual influence of semiotic mediation on the individual’s understanding of the world (Valsiner, 2001). The unfolding process of microgenetic construction of meaning through involvement in social activity does not hold the individual, the activity and the place in which the activity happens as conceptually separate. The difficulty arises in the way language separates them, even in taking a dialectical stance.

It is one of the undertakings of sociocultural research to maintain theoretical clarity regarding the non-dualistic conception of person and society. One way to do so is by reiterating key ideas; another is to choose language carefully; and yet another way is to employ suitable methods in which the theoretical premises can be realised. With regard to this study, an example can be found in the choice to focus the content of interviews on participants’ reflections on their experiences within the limits of the PGCE course, as opposed to going to observe their teaching activity. According to Vygotsky, “thought realises itself in words” (Vygotsky, 1986, p251) and the successive reflections of participants over time were considered to be an opportunity to access some of the process of reactions, that is the appearance of understandings about concepts related to teaching, in their early stages and through stages when they are taking shape. As such it was the aim to capture some concepts as they were in the process of forming and “grasp the process in flight” (Vygotsky, 1978, p68).

Despite the difficulty of communicating the dialectical conceptualisation of reality, the thesis attempts to adhere to a clearly articulated and consistent approach to theorising human development. However, questions are regularly raised about the adequacy of this, as of many, qualitative methodologies, as a foundation for the validity of the production of knowledge. A brief consideration of issues of validity arising from adopting a qualitative approach now follows.

4.5 Questions of Validity

The criticisms of qualitative methodologies tend to be made in terms relative to the quantitative paradigm. It is not unusual for qualitative approaches to be criticised because their findings cannot be ‘tested’, are ungeneralizable, and fail to be considered an objective account (Pring,

2001, Sarantakos, 2005, and see Ratner, 1997 for a full discussion). Some interpret such criticisms by urging qualitative researchers to adopt a more critical view of qualitative methodologies with the aim of addressing some of its inherent contradictory arguments. Hammersley (2008) recognises criticism of qualitative research which points out its failing to understand other people's points of view due to, for instance, being selective about the participants whose views are solicited but, when he urges qualitative researchers to pro-actively guard against illogicality, which he claims weakens the standing of qualitative research, and steer the methodology in a more rigorous way, the undercurrent of quantitatively-framed judgements can be detected.

Taking a different approach, Oakley (2000) makes the case for judging the validity of qualitative research in qualitative terms. She draws together the recommendations of four studies which advocate this approach and presents them adjacently for comparative purposes. Arising from these are some similarities of view point. Valid qualitative research should be credible, achieved through prolonged engagement with participants, active listening and reflection aimed at grasping the meanings intended by the participants; it should seek knowledge from diverse sources, rather than rely on one individual; it should be transferrable, in that it can be examined with reference to similar situations; it should aim for confirmability by seeking confirmation of an honesty in the versions of knowledge produced by returning to the sources of the data; that the sampling should be purposive, the design adaptable, and the data sufficient to answer the questions proposed; that communication of the findings should be adequate literature and, on the issue of generalizability, that 'typicality' be judged: that generalizations are logical to the context of the study and its participants, as opposed to aiming to produce probabilistic generalization as aids to prediction (*ibid.*, pp64-65).

According to Oakley, researchers continue to be those with "the power to define" (*ibid.* p66) but good qualitative research is distinguished by its "awareness and acknowledgement of error" (*ibid.*, p72). This echoes the view that, whilst both paradigms can be considered systematic forms of enquiry, qualitative research has a built-in understanding of its own "reflective development" (Sarantakos, 2005, p43). The methods which were chosen for this study aimed to meet some of the criteria set out in Oakley's paper in a way which were coherent with the design implications of taking a sociocultural approach. The following section outlines the teacher training course within which the research took place as this was a significant structural constraint on the study's design.

4.6 Outline of PGCE Course

The trainees participating in this study undertook a one-year PGCE course. This commenced on the 5th of September 2011 and was completed on the 15th of June 2012. The course was characterised by time in university and two types of school placements, one being serial practice in which a portion of a week was spent in schools and the rest in university, and the other being block practice which was comprised of six full weeks' placement in schools engaged in the practice of teaching. The full timetable is included in Appendix 1.

Simply put, the year was organised with a brief university placement followed by seven weeks of serial practice, with a full week of university placement in what would have been half term time in schools. The first block practice then commenced, lasting six and a half weeks. Following the Christmas break, five weeks of serial practice preceded another six week block practice. The

remainder of the course was spent on block practice in the same school as the first block practice had taken place.

The three block practice placements are referred to by the names used in this particular course programme: the first school, by reason of it being returned to for the last placement, was known as the Home School (HS); and the second placement school, sandwiched between the Home School placements was known as the Complementary School (CS). The transcripts refer to the placements in these terms, indicating when a spell at the HS was during the first or the third block placement.

4.7 Design

Taking a sociocultural approach to research requires that research methods be able to account for changes over time. Single point data collections were not considered to be adequate to this task. According to Oakley (2000), prolonged engagement with participants is also important for supporting a study's claims of validity. A design which incorporated several data collection points was the single most important aspect under consideration for capturing a developmental process. Additionally, in order to maintain the authority of the individual point of view over other voices, the methods had to be flexible enough to allow the participants to identify those issues which they considered most influential to them. Sociocultural research accommodates longitudinal approaches which expose development by incremental steps, in order to trace the developmental process. Reliance on a single source might jeopardise the validity of the study, referring again to Oakley, above. As such, several participants were sought to engage in giving accounts of their developmental process. Additionally, the sociocultural stance requires a consideration of the impact upon the trainees participating in this project. Meeting with a researcher is a mediating influence, as is participating in the social activity of research interviews, and the sociocultural stance recognises this as an influence on the individual mind during that activity. This consideration influenced the style of the data collection method in order to support actively seeking to understand the participants' meaning, in line with Oakley's suggestions for meeting qualitative measures of validity.

To trace changing concepts about teaching, the volunteer trainee teachers committed to participate in three successive interviews, each taking place after the completion of a teaching practice placement. This resulted in accumulation of three sets of data for each participant. The repetition of points of data collection additionally allowed an opportunity for reflection on the accuracy of the instruments of data collection, and enabled adjustments to be made to respond to changes in focus between interviews. This flexibility is another of the qualitative measures highlighted by Oakley. An engagement of this nature implied commitment on the part of researcher and participants to meet at several points during the period of training. Initially there were seven trainees, and five complete sets were collected, showing changes in individuals' understanding of practice. A more detailed specification of the interviews is set out in the following chapter, but here, it is noted that, together, these considerations led to a rationale behind design and methods which could accommodate the longitudinal requirements of developmental research within a process ontology. These are now discussed in relation to the two key methods of the study: the case study and the interview.

4.7.1 A Sociocultural Approach to Case Study

There is a view that research design employing case studies is rather susceptible to researchers' interpretations, being "diverse in their objectives, characteristics and results." (Vennesson, 2010, p225). In the face of this flexible design tool, however, there is some agreement amongst researchers that a case study is apt where context is important, or when subjects are not readily distinguishable from their contexts, to paraphrase Yin (Yin, 2003, Robson, 2002, Creswell, 1998, Merriam, 1988). Another commonly acknowledged feature of case studies is their use of a range of types of data and collection techniques (Cohen, 2007, Robson, 2002, Mertens, 1998). However, the purpose of case study could be either "to portray 'what it is like' to be in a particular situation" (Cohen, 2007, p254) or to see a case as representative of a broader group (Vennesson, 2010, p226, George and Bennett, 2005, Gerring, 2004). In fact, the purpose of the case study will depend on the aim of the research as a whole and the specific research questions (Yin, 2009, Yin, 2003, Creswell, 1998, Merriam, 1988).

Given the diversity of opinion over what exactly counts as case study, Yin's typologies of case study identification is referred to in pursuit of clarification. He suggests that case studies can be located within a quadrant of classification, comprising either single or multiple and holistic or embedded cases (Yin, 2009). In this study, each of the participants are considered to be a case, comprised of embedded data pertaining to them and their context, and bounded by the extent of their PGCE course. This study, in Yin's terms, can be considered a holistic multiple-case study. Understandings of the participants' experiences are derived from a "within-case analysis" (Creswell, 1998, p63). From within-case analysis, emerging themes facilitate cross-case analysis of the participants' trajectories through identification, and subsequent comparison, of influences on professional development. This position on case study, whilst complementing a sociocultural approach, can be clarified further with reference to a specifically sociocultural understanding of 'the case'.

In aiming to construct an explanatory account of the professional development of trainee teachers, the focus of the design of this study became one of employing methods in which trainees could be given the opportunity to give accounts of their understanding of teaching which unfolded over time. The nature of individual experience as a unique set of circumstances prompts a view in which individuals are engaged in the construction of personal understanding derived from the range of available meanings in social activity. For Valsiner:

"the *negotiation* process between the active person and the complex of collective-cultural suggestions [becomes] the object of direct investigation."
(Valsiner, 1998, p394)

Positioning the individual as the constructor of meanings inherent in social activity, Valsiner advocates the "primacy of the individual case" (Valsiner, 1998, p394). This approach positions the individual, in the process of experiencing the world, as the prime source of data about that experience, being unique in that they alone can offer an account of those 'negotiations' which refer to the series of ongoing internalisations available in the social world in the process of making meanings. In particular:

“the process by which the person relates to the world – in this case that of negotiation with the diverse suggestions from the collective culture...”

(Valsiner, 1998, p394)

In considering the means by which this process is to be understood, the unfolding construction of meaning points towards the individual's account of their understanding developing over time. Recognition of the importance of the individual as a data source leads Valsiner to suggest that:

“the definitive empirical source for data derivation is the single case: a particular personality studied *in* its negotiation process” (my emphasis)

(Valsiner, 1998, p395).

Valsiner suggests analysis of the data collected for an individual case with the aim of identifying a systemic functioning – the way in which the individual's process incorporates the sociocultural elements of society and semiotic mediation – in an individual case. Then, through comparison across cases, it may be possible to aggregate that knowledge into a generic model (*ibid.*, p395). This approach admits the complexity of opportunities experienced by individuals in life and seeks to transcend the details of experiences and identify patterns which explain the developmental process which can be applied across cases.

Following Valsiner, this study uses data, gathered in interview with trainee participants, to construct single case accounts, and, employing cross-case analysis, identified those aspects which were representative of aspects of trainees' professional development. Cross-case comparison proved useful in drawing out contradictions and prompted separate consideration of the case of P3.

In summary, case studies generating within-case illustrative data is supplemented by cross-case analysis which aims to contribute further understanding of the process of, and influences upon, trainee teachers' professional development aiming for “probabilistic generalization” identified by Oakley (2000, pp64-65). Valsiner's assertion on the primacy of the individual case was influential in the decision to present illustrative data from participants as evidence of their process of professional development. The case of P8 features in Chapter 6, demonstrating the process of professional development in relation to the specific components of Evans' model, and in Chapter 7, the cases of P1, P5 and P3 are analysed from a sociocultural premise to gain clearer understanding of the process of, and influences upon, trainees' professional development. As with case study, the interview is a common method which is employed in educational research. The following sections clarify how it was conceptualised as a specifically sociocultural method, how this affected its content, and addresses issues regarding sampling.

4.7.2.1 A Sociocultural Approach to Interview

Considered by some as “data to go” (Delamont, 2002, p122), the interview is a common method of qualitative data gathering (*ibid.*) which draws together participants' experiences (Ratner, 1997). Popular in part due to its flexibility regarding the input of those being researched (Robson,

2002, p272), any interview is imbued with imbalance of power between the researcher and the researched (Eder and Fingerson, 2003) and sensitivity is required to keep the balance between encouraging the interviewee to talk and encouraging them to talk about the questions the interviewer wishes to be answered. An interview can also be perceived as an event in the life of the interviewee (Myers and Newman, 2007) and a sociocultural approach dictates that a form of interviewing is required which acknowledges the mediating impact of the interview as a social-relational encounter in which the interviewer is an influence upon the responses. Active interviewing (Holstein and Gubrium, 1998) allows development of ideas in a semi-structured interview, encouraging receptiveness to interviewees' responses (Bagnoli, 2009) and viewing the outcome as a co-constructed form of knowledge.

As explained with regard to the genetic method of study in the sociocultural approach, gaining access to individuals' reflections on their social experience is of prime importance in seeking to understand its complexities and identifying developmental transformations. With reference to pre-existing methods in psychology, Vygotsky considered the role of mediation through cultural means, including speech, to be key to understanding the unfolding process of development (Vygotsky, 1978, pp65-69). Rather than examining complex functions "postmortem" (sic., Vygotsky, 1978, p68), that is, the point at which the functions had 'fossilized', or understanding had been achieved, Vygotsky advocated the importance of observing the process of development as it unfolded, starting at the earliest stage possible. Recognising the mediating effect of cultural means on development of complex functions within the individual mind and the assertion that "thought realises itself in words" (Vygotsky, 1986, p251), an interview provides an opportunity to capture a process of sense-making; and successive interviews as evidence of this process unfolding over time. This view led to the rationale to design successive interviews with participants, taking the sociocultural approach of studying a process in formation: the unfolding development of trainees' understanding of teaching.

More information is detailed in the following chapter about interview schedules, timings and practicalities. At this stage, attention is given to explain the rationale behind the adaptation of the notion of the personal trajectory, introduced in Chapter 3 through the work of Dreier (Dreier, 2009, 2008), into a task for participants to complete in interview.

4.7.2.2 Drawing Trajectories of Professional Development

The connection was made in the previous chapter between personal trajectories of participation and developmental turning points. Theoretically, the developmental path is punctuated by key moments when barriers to the continued participation in a social practice must be overcome for development to progress. An example was in the identification of contradictory meanings arising within that activity. Individuals weave together new personal sense which enables them to overcome the contradiction, or barrier, and, from this new vantage point, to see new ways to go on.

In relation to the identification of contradictions, when trainees changed context – from university to school placement, to subsequent school placement and back again – there arises the possibility of the emergence of dissonant meanings, challenging those existing meanings which the trainees had constructed. The genetic method can therefore be applied to the successive school placements which trainees attend, with the understanding that the variations in the concepts trainees encounter at each one has the potential to clash with previous concepts,

disrupting their understanding and requiring them to reconstruct the concept in a way which incorporates the previous understandings and may result in a qualitative transformation of the way they understand the concept in question.

Applied to this study, the trajectory was realised in a hand-drawn line graph, with turning points representing those moments which trainee teachers identified as being influential on their development as a teacher. Each interview included this task, for the specific practice and, in the second and third interview, additionally to represent the whole course till that point in time. The trajectory drawings were considered to be data and their analysis guides focus on the analysis of the accompanying transcripts, as set out in Chapter 7. They were also useful for revealing the process of problem-solving by directing the attention of participants to the integration of tool use and task, following the method of double stimulation (Vygotsky, 1978, p74), and its aim to reveal the developmental process 'in flight'. It should be reiterated that this kind of 'trajectory' connotes flexibility, such as Edwards expresses when she writes that a "trajectory is a mobile, changing object, it races ahead of practitioners opening up new possibilities and demands" (Edwards, 2007b, p13).

During the completion of tasks, a mediating influence is observable when new tools – line-drawings which represent professional development – are introduced and new understandings emerge from this process (Daniels, 2008, p45-50). Combined with the method of developmental study, this method reveals changes in participants' understanding of meanings relating to teaching. Drawing was intended to target participants' tacit interpretation of their experiences during teaching practice. This accords with the view that there are areas of understanding inherent in basic assumptions and acceptances which are not always articulated (Arnal and Burwood, 2003). This view may be particularly relevant in a professional practice, such as teaching, which requires practitioners' rapid responses to unfolding events (Claxton, 2000). As such, prompting reflection on the physical environment of schools through visual exercises aimed to help participants articulate their understandings (Mannay, 2010, Galasinska, 2003, Prosser, 1999) of tacit relays of culture (Bottoms, 2009) and pedagogy (Daniels, 1989).

A range of methods attempted to access the tacit understandings in formation. In the first interview, trainees were shown photos of a variety of school exteriors to prompt detailed reflections on the physical context of their school; they were given cards with activities in schools written on them and asked to describe one which seemed representative of their school; and were asked to describe their school in relation to some statements derived from Hargreaves' (2003) characteristics of 'determining' or 'facilitating' school cultures (see Appendix 5). The active-interviewing approach (Holstein and Gubrium, 1998, Silverman, 2003) supported the opportunity of following-up reflections which hinted at influences on professional development, should they occur. In the event, the data generated from these techniques was of limited use in answering the research questions. The loose formulation of the questioning employed meant that the responses did not closely tie the participants' interpretations of context to a consideration of this as a possible influence on their professional development. The task of trajectory drawing was, however, much more successful in achieving this, and a brief overview of its use in the field of teacher research is presented.

The trajectory as an expression of teachers' experience appears in some visual research methods requiring participants to draw a line as a representation of experience. Although arising from the narrative tradition into sense-making, as typified by the use of the 'story line' by Biejaard et al (1999) to convey teachers' career-long perceptions of their knowledge, the technique has also been adapted to convey a sense of the 'shape' of experience. In one paper, (Orland, 2000)

teachers reflect on their accumulation of professional knowledge as they draw a line, free hand on a blank page in a way which represents their experience to them. As an example of how accumulation of professional knowledge can be perceived as 'non-linear', the first example in the Orland paper is in the shape of a many-pointed star. There is evidence in the literature of application of the line-drawing method to first-year teachers (Moir, 1999). Moir, a teacher trainer who had trained some 1500 trainee teachers, produced a line graph representing her overview of generalising the training experience. This line drawing is referred to in the language of generic 'stages' clearly associating with Fuller's (1969) widely accepted model of teachers' development, referred to in Chapter 2. The line-drawing representing experience is applied elsewhere to trainee teachers and their perceptions of their professional development (Meijer et al., 2011). These authors include examples in their paper of line graphs, drawn by trainees, which draw on the month-by-month approach taken by Moir, and who reflect, after the course, on their professional development during the year. As such, by the time the trainees draw the graphs, their experience of training is at some distance. One advantage of the method as I have used it is in its relative immediacy to the events it depicts. Furthermore, the participants in the study by Meijer et al were shown Moir's graph before drawing their own which raises questions of the influence of the original graph in shaping participants' representations of their experience.

My use of trajectories takes the view that a line-drawing can express a period of change over time; that its application is relevant to teaching and, more specifically to represent the professional development of trainee teachers. This is a unique contribution to knowledge which is made by this study. Identification of an element of practice which recurs in successive interviews becomes an interesting opportunity to trace development over time.

If it is accepted that the concept of a trajectory can be used as a theoretical expression of an individual's continuing activity through life, then a trajectory can also convey more specifically the experiential journey of an individual over a defined period of time. It can then be argued that this concept may be refined in its application to specific parameters such as certain periods in time or to clearly-defined activities. As such, the notion of the trajectory is employed in this study as a method to represent trainee teachers' perception of their professional development, within the confines of their period of study for the PGCE.

4.7.3 Sampling

Agreeing with the view that developments in individuals' psychologies are too complex to be identified from a single respondent (Ratner, 1997, p57), the study was designed with the aim of encouraging participation from several trainees. A "stratified purposeful" sample of participants (Creswell, 1998, p119 citing, Miles and Huberman, 1994, p28) is considered useful to facilitate comparison, and was taken from a cohort of trainee teachers at a University in England who were undertaking a post-graduate certificate of education (PGCE). The entire cohort was addressed during a lecture and the study proposal was described to them. They were given the option of leaving their contact details at the end of the lecture and, from these volunteers, the secondary PGCE participants were identified.

This purposive selection meets one of Oakley's (2000) criteria of qualitative research validity measures, as outlined in the section above. The sample is acknowledged as pragmatic, and dictated to some extent by an effort to secure committed participants for the duration of the study, as is made clear in the account offered in Chapter 5 which details the problems of attrition.

Before the chapter closes, a consideration is presented of some of the issues concerning the sociocultural approach to this research and the implications of the resulting design choices.

4.8 Considerations Regarding Choice of Methods

The previous chapter ended with a reflection on the issues inherent within a sociocultural approach to research, stipulating the importance of maintaining rigorous attention to terminology regarding dualistic conceptions of the individual and the social world. Additionally, the terminology employed to refer to key concepts within the field, such as 'mediation' and 'activity' were noted as being regarded by some as potentially contentious. This chapter sought to address some of these issues by clarifying the ontological and epistemological implications of taking a sociocultural approach to research. By emphasising the influence of historical development, the concept of process was explained in relation to individual development and led to the selection of methods which were adaptable enough to be incorporated within the dialectical stance of Vygotsky's theoretical approach. These were specifically outlined with reference to two key methods: the case study and the interview. A sociocultural approach stresses the flexible requirements of methods, and their repetition over time coheres to a genetic methodology, seeking to trace development as it unfolds, in this case, over the duration of the practical placements of a PGCE course. Specifically, however, there are issues regarding validity and generalisability when taking a sociocultural approach which, it was felt, were important to address.

The type of interview which a sociocultural approach supports is one in which the joint construction of meaning is acknowledged: the part played by the interviewer in guiding the concepts for discussion is important to recognise. Active interviewing (Holstein and Gubrium, 1998) does just that. This form of interviewing also addresses one of Oakley's qualitative measures for validity in that it is flexible enough to allow active listening on the part of the interviewer with the aim of clarifying the interviewee's intended meaning. The drawback of active interviewing is that it can produce an account which departs from the interview schedule at length. It is for the interviewer to try and maintain a focus on the questions on the schedule and bring participants back to them. The implications for a cross-case comparison are that the varying nature of individuals' styles of reflection, in conjunction with their very specific practical experiences and their personal choice about which of those experiences to identify as an influence on their professional development, results in variability. One trainee may have chosen to talk at length in answer to question two whereas another may have said more about question three. These variations are acknowledged, rather than ignored, in a sociocultural approach.

Regarding the validity of case study as an approach, Yin (2003) identifies three common objections: a lack of rigour, problems with generalizability and the unwieldy form of the results of the research. In addition to 'construct validity' and attempting internal validity through the means described above, Yin suggests that a strength of the case study over other qualitative methods is in its use of multiple sources and can be further strengthened by involvement of participants in the drafting procedure (for instance 'member checking' (Robson, 2002, p175, Merriam, 1988, p169)). In response to this possible objection to validity, and following Oakley's (2000) recommendation that qualitative research employs qualitative measures of validity, participants were sent the transcripts of interviews within two weeks of meeting. They were invited to respond with observations regarding the documented version of interviews. Discussion at the

start of subsequent interviews revealed no objections had been raised with regard to the transcripts of the first interview which trainees had been emailed. It should be noted that after the third interview all participants updated their contact details; two participants had been corresponding via their university email accounts; these accounts lapsed at some stage after trainees' completion of the course, though when this occurred was not clear.

The second objection concerns generalizability, and is answered with reference to Valsiner's assertion of the importance of the single case in process research as outlined above. Although Merriam (1988) suggests that researchers should establish the 'typicality' of the case under study, and Vennesson states that the case is a manifestation of a broader class of phenomena or events (2010, p226), the idea of 'analytic generalization' offered by Yin (2003, p32) is arguably most useful. This refers to the use of a previously devised theory as a template for comparing the empirical results of a case study. According to Yin, two or more cases supporting the same theory allow claims of replication to stand; conversely, cases which are shown to challenge the theory are also of interest (*ibid.* p33). In light of this position, similarities of findings through comparative analysis are considered to strengthen the argument for generalizability and to support a case for expanding investigation beyond this group of participants. Because the participants come from varying backgrounds, are of various ages, are training in different subject and who have trained across many different schools, analysis identifying similar influences upon their processes of development supports suggestions for research to extend the investigation to broader samples.

The final objection, about the unwieldiness of the final report, can be addressed by the use of illustrative case studies, well-selected evidence and the careful construction of a readable document.

The penultimate section of this chapter addresses some of the issues which arose in relation to the ethical considerations which were encountered during this research study.

4.9 Ethical Considerations

Ethics requirements as set out in the University of Bath post-graduate handbook were complied with, and an academic integrity test completed. University requirements are in line with guidelines from the British Educational Research Association (BERA Council, 2011) in addressing issues of privacy, anonymity and confidentiality in social science research. Some see problematic elements to every attempt to achieve anonymity (Nespor, 2000), with claims that "whole transcripts are rarely anonymised in their entirety" (Moore, 2012). The use of pseudonyms in place of names is seen by some as having political implications associated, historically, with oppression of the dispossessed or powerless (*ibid.*). Consideration of issues in research of the 'voice' of under-represented groups, shows that some attempts can reinforce existing power relations (Fielding, 2009). Clarifying that anonymity "means the source of the data is unknown even to the researcher" (Lahman et al., 2015, p450), these authors problematize the decisions and assumptions behind confidentiality through the assignment of pseudonyms with the purpose of masking participants' identity. Lahman et al cite an example of a research participant choosing a name with a different gender, prompting the researcher to admit that it was "a far cry from how I had imagined she might name herself" (*ibid.*, 448). The choice of gender implicit in a name raises similar issues to those of ethnic pseudonyms – what are the implications of choosing to call an Asian man by a non-Asian name or an African man by a Russian name? Furthermore, the choice of name may connote certain eras – using my own culture, I can illustrate: what are the implications of calling a 24 year old woman participant Ethel, or a 79-year-old, Madison? The area seemed fraught with connotations which might betray information – false or otherwise – about the participants and about which they may disagree.

However, assurance of confidentiality to participants was important as participants were being assessed by university tutors and teaching colleagues in schools in the course of their training year. Confidentiality assurance was an attempt to allay any participants' fear that their qualification may be jeopardised. There was the additional consideration that school-university partnerships must not be put at risk by any outcomes of this research. The accounts of individuals involved in participants' professional development was considered sensitive information, due to its disclosing personal opinions which may or may not have been appropriate for the trainee to communicate in person. It is also recognised that, over the course of time, the opinions held by these participants may be ones with which they may not wish to remain associated (Moore, 2012).

An element of trust was aimed for by communicating, in advance of the first interview, with each participant, outlining the study. Each participant was emailed a Participant Information Sheet (see Appendix 7) which detailed the nature, extent and scope of the study as well as giving an assessment of the risk and disadvantages which their involvement may entail. After reading this and discussing it before the start of the first interview, each participant agreed to take part in the study. This agreement was expressed by signing a consent form (see Appendix 8). This included information about the intention to anonymise data, details of its storage, and the eventual destruction of it twelve months after the thesis was completed.

The consent form stated that participants were free to change their minds and withdraw from the study at any point without giving reason, and without detrimental effects on their training or their rights as students within their university. As already mentioned, transcripts were shared with participants via email, inviting their assessment of them as a fair representation of the interviews. Digital sound files were available to participants on request. The data was stored initially in digital form, on data disks, in a locked-storage facility; transcripts were then stored in boxes in a locked filing cabinet. Copies on cloud storage and on USB keys are protected by passwords.

Before recording began in the first interviews, the participants were told that I would refer to them by participant number as the 'title' of the recording and, after the careful consideration of the issues surrounding pseudonyms, the decision was made to keep this format for the reasons that, firstly, none of the participants had objected to it and, secondly, I had not negotiated an alternative with them. Therefore, participants are referred to throughout the thesis and the transcripts by letter-number combinations: with 'P' for participant accompanied by the chronological number of the order of interviewees established in January 2012, thus P1, P2 etc. Any school names, when they were mentioned inadvertently in interview, were replaced in the transcripts by an anonymised indication: "[Home School] was strict on uniform", for example. Similar precautions were taken for replacing the names of staff or pupils to whom participants inadvertently referred.

4.10 Chapter Summary

This chapter attempted to clarify the implications of applying the theoretical premises of a sociocultural approach to a research project concerned with understanding the process of professional development in trainee teachers. The significance of a process ontology, and the central importance of the data gathered from participants, was related to Vygotsky's genetic methodology. This, in turn, was recognised to have an impact on the application of the design and

specific research methods. These were addressed in the second half of the chapter with regard to the rationale behind choosing case study method and interviews. Reflection on the theoretical and methodological cohesion was presented with consideration regarding issues of validity and generalisability, within the qualitative paradigm and, more specifically, with regard to the key methods employed in this research.

Specific information about the data collection and practical application of the methods is outlined in the following chapter.

Chapter 5 Methods of Data Collection and Analysis

The chapter sets out the process of data collection, gives information about the participants and outlines the methods of data analysis used in attempting to answer the research questions. In particular, it details the use of trajectories of professional development as an analytical tool and ends with a review of the data collection and analysis process.

5.1 Data Collection

The period of data collection began after the first block practice ended, in January 2012, and was completed in June 2012 after the trainees' final block practice ended and their course was complete. As outlined above, interviews with each of the participants, planned to last 60 minutes, were carried out on the campus of the university where the trainees were enrolled, and occurred after each block practice. The first interviews were timed to occur after their first 6-week block practice at their Home School. During the 25 hours per week in school, their initial 6 hours of fully delegated responsibility for class teaching rose to 10 hours by the end of the block, as set by the school. These interviews took place when the trainees, still at their HS, were undergoing their second serial practice when they were released from university studies for two days a week (see Appendix 1). Interview 2 took place in April 2012 after their Complementary School practice had ended and their fully delegated responsibility for classes was 10 hours, rising to 15 hours through the block placement. Interview 3 was in June 2012 after the trainees' final block practice at their HS. By this stage, they were teaching with full responsibility for 13 hours, rising to 15 hours, by the end of the course.

As the study progressed, the participants became increasingly pushed for time and the variations in interview dates reflects efforts to accommodate their restricted availability.

5.2 Problems of Attrition

From personal experience as a teacher, erstwhile trainee and more recent researcher of trainee teachers, I am acutely aware that pressures of time during teaching practice accumulate as training progresses. Some trainees who initially volunteered did not participate in the study, as explained in this account of assembling a sample.

The aims and purposes of the study was introduced to the entire cohort of some 80 trainees during a university lecture in the first term with the aim of securing a purposive sample. The initial response was encouraging, with twenty-four trainees filling in a form expressing interest in participating. From these 24 initial volunteers, 10 were enrolled upon a Middle Years PGCE, teaching Key Stages Two and Three. The cross-phase element introduced an additional variable to an already-complex process and which it was elected not to pursue. There remained 14 Secondary PGCE volunteers from the initial response. These were all contacted individually via email *during their first block practice* to confirm their continued interest in participating in the study. 9 responded positively, agreeing to be interviewed at the start of term immediately after their first block practice finished. One of the 5 who had not responded agreed upon my contacting them again while the other 4 made no further contact. Simultaneously, one of the

initially enthusiastic respondents to the first email pulled out due to family health problems. Interviews were arranged for 9 participants. Immediately prior to the interviews, one participant pulled out due to workload pressures and a further participant did not attend the interview slot she had agreed to. Two further attempts to contact this participant and re-schedule an interview were unsuccessful and the study proceeded without her. The main study started with seven participants.

Such are the demands of this intense year of teacher training, that attrition was a predictable inevitability. The need for committed participants in process research, however, meant that every effort was made to accommodate the schedules of those participants who had attended the first interview on campus. Having carried out telephone interviews during the pilot study, the anticipation of employing this method of data collection in the main study was unfounded and all interviews were carried out face-to-face. Additional issues regarding the cases of participants 6 and 7 are detailed in the following section.

5.3.1 Participants in the Study

The process of participant selection, as already described, resulted in an initial sample of seven Secondary PGCE trainee teachers. Their ages and backgrounds varied, with differences in their educational history and with a variety of motivations for coming to teaching. These are all summarised in the vignettes which are included in Appendix 10. For inclusion in the final study, 3 participants (P8, P1 and P5) were selected as representative cases, following Valsiner's assertion of the primacy of the individual case, as outlined in Chapter 4, and 1 (P3) as non-representative. The rationale for their inclusion is explained as follows.

Chapter 6 presents the case of P8, whose data is analysed using Evans' (2011) model of professional development. Her experience of learning to teach represented the pattern which became evident through analysis using Evans' model. During the year, reflections coded Behavioural gradually became less dominant, with reflections coded Intellectual increasing. As such, her data gives a useful overview of a training year, and additionally is useful for demonstrating the shortcomings of Evans' theory of professional development. Analysis of her case pointed to the influence of professional colleagues at key moments in her professional development. Chapter 7 presents three cases: that of P1 whose case was selected for data which clearly showed how learning about practice prompted professional development; the case of P5 was selected when relational agency was introduced, to highlight the influence of colleagues on learning about practice; and finally the case of P3 was introduced to problematize the concept of relational agency, questioning its usefulness in cases where isolation from professional colleagues is experienced.

5.3.2 Participants Not Included in the Thesis

P2 was eventually left out of the final edit of the thesis as it was felt that the pattern of development presented in Chapter 6 would be most clearly communicated by just one case. In addition P2's case would replicate points made by the cases included in Chapter 7.

Of particular note are two participants whose data sets might be considered incomplete. Participant 6 withdrew from training after his second block practice. Although his case was different from the others in terms of his perceiving a lack of support during his first block practice, it was decided not to include this participant in the data analysis because he did not complete the course. P7, although attending three interviews, collapsed half way through her second interview. She was several months pregnant at this time and diabetic. I called an ambulance and paramedics were able to revive her. During this interview, her response to questions became increasingly confused and, although keen to attend Interview 3 and offer extensive consideration of her second placement, her reflections about her second placement were two months later than those of the other trainees. Due to the decreasing coherence of her expression and the suspension of the second interview before it was complete, as well as this lapse of time between experience and reflection, P7's case was not included in the study.

The vignettes in Appendix 10 include all participants in the study. The dates, times and locations of all participants' interviews are shown in the table below (Figure 5).

5.4.1 Methods of Data Collection

As outlined in Chapter 4, the design of the study and the windows available for data collection were constrained by the PGCE course timetable (see Appendix 1). The specific interpretation of case study method and interview from a sociocultural perspective was presented in the previous chapter and an argument made for the design incorporating successive interviews to attempt to capture the process of development as it unfolded over time, after Vygotsky's dynamic methodology. The interviews were timed to occur as soon as possible after trainees' practical teaching placements in schools had ended. Here, attention is paid to the influence of the time constraints the inflexible nature of the PGCE course placed on the data collection process.

Each block placement was six weeks long and trainees spent that time in working entirely at the school. For some, commuting was an option, but others had to relocate as their placement was so distant from their home. This resulted in the practicalities of interviewing trainees at the precise end of their placement, on-site in their school, to be impossible. The decision was taken to capitalise on the reconvening of trainees on campus after each block placement and interview them over a short block of time when they were gathered there.

This, however, had implications on the amount of time available to analyse and adjust the interview transcripts and schedules respectively. It meant that transcription, analysis and re-consideration of elements of the interview schedules had to occur within six weeks: the time between Interviews 1 and 2, and Interviews 2 and 3.

As outlined in Chapter 4, an active interviewing approach (Holstein and Gubrium, 1998, Silverman, 2003) was favoured for complementing the ontological and axiological basis of the thesis, valuing the data gathered from an individual offering their interpretation of events for consideration. Additionally, the interviews, once transcribed, were considered, along with material generated during interview tasks, to contribute to the building of a case for each participant (Yin, 2009, Yin, 2003, Merriam, 1988). The following section outlines the interview process, sets out the rationale for their content and explains how the data was prepared for analysis. An account of several approaches to data analysis are briefly offered before the chapter

turns to the utilisation of analysis following the genetic method and outlining the specific methods of analysis employed in taking a sociocultural approach.

5.4.2 Account of the Interview Process

Each of the 20 interviews, carried out face to face, lasted around one hour. The table at Figure 5 offers a summary of the interviews carried out with each participant in the study. The details include the date of the interviews, their start time and a brief description of the location of each.

The interview location varied due to reliance on making arrangements where interviews could be carried out undisturbed. A notable exception was in the case of the second interview of P7, for reasons mentioned above. Also, just before the start of her third interview, she was called away for a short while which meant she had to postpone the start time a little. This had the effect of limiting the time slot allocated to her due to subsequent interview times following on. This is the only interview with a restriction on its end time. The rest were arranged to start at least 90 minutes apart with the purpose of avoiding rushing the interviewees in any way.

There were some occasions when participants specified an allotted amount of time. This was always adhered to. Due to building works which were being carried out around the campus during this period and a reduced number of available rooms, the third interviews were in a variety of locations. Two interviews, by necessity of last-minute rearrangements at the behest of participants, took place in the Senior Common Room (SCR), a public room. It should be noted that, at this point, all the participants had passed the course and completed their administrative obligations. Additionally, these interviews took place in the morning when the room, which was large, was very quiet. They were conducted out of earshot of anyone. Prior to each set of interviews, participants were engaged in email and text exchanges to find a time which suited them. Each set of interviews proceeded as arranged, with a few exceptions where trainees had to change the dates due to various changes in their schedules.

The first set of interviews began for each participant with a brief unrecorded exchange. During this the participants were reminded of the nature of the research and their part in it, and of the ethical obligations to which the research was bound, outlined at the end of Chapter 4. This included a reminder that they were free to leave without giving a reason. Each participant signed a consent form which was filed for reference (see Appendix 8). At this first and all later interviews, participants were all given the opportunity to confirm as correct or update their contact details and reminded that they were free to leave the interview at any time. The arrangements for being in touch prior to the following set of interviews were discussed at the end of each interview and preferences for means of contact established and noted. Participants indicated when they were ready to begin and the interview transcripts start at the point when the record button was pressed.

Table of Main Study Interviews

	I1	Location	I2	Location	I3	Location
P1	18/01/12 9a.m.	campus (Staff member's office)	18/04/12 1.45 p.m.	campus (Staff member's office)	20/06/12 3.05 p.m.	Campus (Closed meeting room)
P2	24/01/12 9.10a.m.	campus (Staff member's office)	17/04/12 9.05 a.m.	campus (Staff member's office)	20/06/12 10.40 a.m.	Campus (SCR)
P3	01/02/12 10.40 a.m.	Empty lecture room	17/04/12 1.50 p.m.	campus (Staff member's office)	29/06/12 11.00 a.m.	Campus (Staff member's office)
P5	24/01/12 1.30 p.m.	campus (Staff member's office)	17/04/12 3.30 p.m.	campus (Staff member's office)	20/06/12 12.15 p.m.	Campus (Open meeting room & closed meeting room)
P6	24/01/12 3.45 p.m.	campus (Staff member's office)	16/04/12 2.40 p.m.	campus (Staff member's office)	N/A	N/A
P7	25/01/12 9.10 a.m.	campus (Staff member's office)	18/04/12 9.05 a.m. (999 call)	campus (Staff member's office)	20/06/12 9.40 a.m.	Campus (SCR)
P8	25/01/12 10.10 a.m.	campus (Staff member's office)	18/04/12 3.00 p.m.	campus (Staff member's office)	20/06/12 1.25 p.m.	Campus (Closed meeting room)

Figure 5 Table of Interviews

Each interview began with a 'title' of the date, the time, the location and the participant's number. During interviews, the questions in the schedule were asked in order as they appear in the appendices (see Appendices 2 to 4). The sub-sections under each numbered question were there to prompt investigation and this was not uniform across interviewees. Rather, due to the active interviewing style adopted (Holstein and Gubrium, 1998), the object was to allow flexibility to respond to issues which seemed to be pertinent to the research questions. The result was that,

although the interviews follow a similar structure, the amount of time spent on each question tended to be variable.

Each interview was recorded using a portable digital voice recorder with in-built microphone (a Sony ICD-PX820). Immediately after each day of interviews, the sound files were transferred to a computer, protected by password encryption, and then burned on to hard discs which were then safely stored in compliance with the university research data policy (University of Bath, 2015). The files were deleted from the digital voice recorder at this stage. Interviews proceeded without pauses in the recording except in the case of the emergency services call (P7, I2) and during interview three with P5 when we agreed to move to a room away from the noise of building works. The approaching end of the interview was indicated by informing the participants when they were on the final section and on the final question. The interviews were ended with a formal statement declaring its termination and the time.

5.4.3 Rationale of Interview Content

To answer the first research question, the process of becoming a teacher required data be collected over time. Three sets of interviews were planned, after each of the trainees' block practice placements. For comparability, the same interview schedule was used for each participant at each round of interviews. At each stage, after interviews were completed, the schedules were reviewed and developed in light of the findings of the initial analysis of transcripts, endeavouring to make the interviews effective instruments in answering the research questions.

The interview schedule was divided into three sections aimed at gathering data which could answer the research questions. The sections directed questions to trainees about the process of becoming a teacher, identification of influences on this process arising from their placement schools, and practical teaching experiences during the placements. The first two interviews included an ice-breaker question as a warm-up, in a section entitled 'Thinking about You' which, by the final interview, was considered to be excess to requirements due to positive relationships having been established with participants during the earlier two interview rounds. Interviews 1-3, therefore, included sections headed: 'Thinking about Teaching Practice Experiences'; 'Thinking about Becoming a Teacher'; and 'Thinking about Schools'. The interview schedules can be found in Appendices 2, 3 and 4.

The sections changed order in the schedules but are referred to here in the order they appear in the previous paragraph. 'Thinking about Teaching Practice Experiences' was a section designed to give trainees the opportunity to reflect on specific events in the placement, identify key moments in it and included the task of drawing a line graph representing their placement. 'Thinking about Becoming a Teacher' was comprised of questions, and 'Thinking about Schools' was a combination of questions and further tasks with a visual element. Maintaining the same sections across all three interviews was intended to facilitate comparison of transcripts within-case, over time and across-case at the three points in time.

The review process revealed that the 'Thinking about Schools' section was not sufficiently directed towards trainees' own process of professional development and proved of little use for answering the research questions. The review allowed adjustments to be made in light of the findings of the early stages of analysis, such as revising the order of sections to allow more time

for the 'Thinking about Teaching Practice Experiences' which was generating useful data pertinent to the research questions and study's aims.

5.4.4 Interview Schedules

The adoption of active interviewing within a semi-structured approach to interviewing meant that schedules prepared prior to the interviews commencing were considered as flexible: closer in nature to guides than scripts. The sections, as explained in the previous section, and the questions within each section, followed the pattern of a core sentence with additional prompts. Interviews 2 and 3 were modified in light of first stage analysis of preceding transcripts, again detailed in Section 4.7.2. They also contained a comparative element to the questions. The third interview included questions prompting retrospective reflection on the entire training year and some new questions were introduced. The interview schedules were drafted with a view to being compared within each interview stage. This enabled cross-comparison of responses to questions given by participants in January and also comparison with responses in April and June. Most questions remained in all three interviews as the year progressed, although the focus of questions became increasingly directed to addressing the research questions. Initially it was envisaged that the interviews would get progressively shorter, although this did not happen. Interview 1 contained 10 questions, interview 2, 12 and interview 3, 11. However, the final interviews were generally the shortest in duration.

5.5 Data Preparation

The raw data was in the form of digital sound files, three for each of the participants, which were copied from the digital voice recorder machine to a computer hard drive where they remained in password protected files during transcription. The transcription process had two parts. The first was an uninterrupted replaying of the sound file, listening to the entire interview with the purpose of making general notes of the main events in the block practices. This process was repeated for each participant for each trainee's block practice. These notes were used to write an overview for quick reference. The second part was the preparation of a more detailed transcript. This was intended to be used as a data source for analysis.

The transcripts (see Appendix 9) have a protocol, set out as a script, with the interviewer's initials and the Participant's name, coded for confidentiality as explained at the end of the previous chapter, preceding their spoken contributions. Due to the quick turn-around between the first and second, and second and third interviews, not all parts of the transcripts are verbatim.

The interviews are coded by number, the first interview as I1, the second as I2, the third as I3. Any quotations from the transcripts which have been included in the thesis follow the pattern: participant, interview number, and the time in (hours, minutes and seconds). Thus, a quote from the third participant's second interview about half way through can be represented as follows: P3, I2 (31.05). When a case is presented with the data included clearly referring to just one participant, the participant number is omitted, as in Chapter 6 when P8's is the only case throughout. Transcripts are kept sparsely punctuated but certain annotations were added when it was thought helpful for conveying sense (see Figure 6). Proper nouns were capitalised, question marks and exclamation marks used conventionally. Italics were used very occasionally to convey

emphatic speech. The next chapter details the process of data collection and the methods of data analysis.

The transcripts occasionally include descriptions of non-verbal information such as gestures, facial expressions, movements or explanatory notes about noises on the recording if this was considered helpful for conveying the sense of the spoken words.

Transcript convention

,	short pause
...	long pause (+ 3 seconds)
-	speech broken off
[]	description of non-verbal activity
{	overlapping speech
X	omitted proper noun for confidentiality purposes

Figure 6

The minutes/seconds at which key events began to be spoken about on the transcript were intermittently noted for ease of re-locating the moment on the digital sound file. The digital copies of the descriptions and the transcripts were emailed to the participants within two weeks of the interview and analysis of transcripts did not commence without participants' indicating acceptance that the documents were a clear representation of the interview. Although non-acceptance was sought by response, none were communicated. This was interpreted as acceptance of the transcript by trainees but it is acknowledged that pressures of time may have prevented close scrutiny. Therefore during Interview 2 and 3, verbal checks established that participants were happy with the transcripts and willing to proceed. Hard copies of the descriptions and the transcripts were stored in separate files, one for each participant, with the original trajectory drawings, in a locked and secure site.

5.6.1 Methods of Analysis

This section outlines the stages of data analysis and begins with a brief acknowledgement of the failed attempts which initiated the process of analysis. The iterative process of honing methods resulted in an increasing focus on data which could facilitate illumination of the research questions asked. The initial stage applies to the preparation of interview schedules subsequent to the first interview and early attempts at transcript analysis. The second stage gives an account of the ways the large data sets were managed. The third and fourth stages detail the means by

which the transcripts were eventually analysed in pursuit of clear answers to the research questions. Evans' (2011) model of professional development was trialled in attempting to answer the question: what is understood about the process of professional development? The final stage of the analysis, initially intended to answer the second research question, was brought to bear on both research questions, at which point trajectories of professional development were found to be a useful analytical tool for supporting analysis of the transcripts to understand the process of professional development as well as for identifying turning points in this process.

5.6.2 Initial Analysis of Interview Transcripts

The purpose of this initial stage of analysis was to gauge the effectiveness of the interview questions in directing the participants' reflections in ways which would enable the research questions to be answered. The transcripts were each subjected to initial analysis (Cohen, 2007, Mertens, 1998) with the twin aims of identifying emerging categories which illuminated elements of professional development and identifying participants' acknowledgement of influences on that process. The method of identifying themes emerging from a transcript, after Boyazkis (1998), was a first step towards developing thematic analysis across cases.

Cross-case comparison of transcript content examined the participants' data for commonalities, patterns, and divergences of experience. Comparison of the categories emerging from this initial analysis meant that themes identified fed forward into the analysis of transcripts of subsequent participants. Themes repeated across participants indicated cross-stage similarities. Additional categories could be identified and early categories refined and developed (Braun and Clarke, 2006). The transcripts of subsequent interviews could be coded against the emergent themes in earlier transcripts, augmenting themes, noting a decline in occurrence of them, or leading to the identification of new themes.

It was clear that themes were emerging within and across cases. This indicated that the experiences of the trainees, whilst widely different as far as placement schools and personal backgrounds went, merited further investigation with regards to identifying a process of professional development. It was also clear that the interviews had prompted trainees to offer clear examples of influences on their experience of becoming a teacher.

5.6.3 Problems with Initial Stage of Analysis

At this point, the number of categories generated by thematic analysis was considered unhelpfully large, preventing a focused response to the research questions. Some appeared practical in nature, such as 'adjusting to workload', or 'reflection regarding pupils'; some were regarding the trainee coming to understand their position in school in relation to staff or pupils, such as 'becoming a teacher', or 'fitting in'; others were unspecific in nature, coded into categories such as 'freedom' or 'emotions'. Whilst some categories addressed the research questions, others did not. Beyond making an initial judgement as to how relevant a category might be to illuminate trainees' process of professional development, the lack of a clear analytical model meant there was no consistent rationale for deciding to focus on the remaining categories. However, the exercise showed that the content of the transcripts contained elements which could illuminate the process of professional development and identify the influences on that

process. It became clear that the analytical methods required further refinement if the analysis of data was to lead to the research questions being answered and the task became one of finding an appropriate analytical approach.

5.6.4 Second-stage Analysis Methods

The transcripts had many examples of episodes which the trainees had identified as influential to them becoming teachers. The range of influences was wide. To make analysis more manageable, influential moments were selected from transcripts and recorded as a matrix (included at Appendix 6) of developmental moments. The method of matrix construction is detailed as follows.

Firstly, questions from the interview schedule which directly addressed issues of professional development as turning points or key moments were selected for inclusion in the matrix. Anything that the trainees identified as a significant influence was noted down. Then, the identification of moments when trainees said they 'became' a teacher were included in the matrix. This was not a direct question included in the interview, but several – not all – trainees offered it in the course of their reflections. A method of systematic identification of key moments in becoming teachers involved categorising some responses as a) explicit identification of influential factors (such as a trainee identifying an event as the key moment, a significant turning point, or grouping events together in a combination of influences) and b) implicit identification of influential factors (including emphatic language, animated speech, dwelling on a point or returning to it several times, repetition, and relaying emotions in connection with an event). In addition, significant influences indicated by passages in transcripts which showed trainees revisiting an idea within one or across several interviews, and long passages where trainees tried to gain clarity by grappling with conflicting ideas or confusion. The resulting matrix (Appendix 6) proved a useful data source for focusing on those events which trainees identified as contributing to their turning points, or changes in their thinking and, as such, could be used to address the second research question.

A further stage of analysis was required to clarify the process of development underway and answer research question one. This is detailed in the next section.

5.6.5 Third-stage Analysis Methods: Evans' Model of Professional Development

According to Evans, (2011) there are three components of professional development, as outlined in Chapter 2. Following the method the author employed to analyse the content of the Teachers' Standards (*ibid.*), the components were used as categories to code participants' transcripts. Using colours to highlight the three separate components of her model of professional development revealed patterns and connections, within and across cases, with various overlaps, repetitions and general trends which could be compared.

For each participant's transcripts, the same method of coding was used. The first step was to colour-code reflections, noting those episodes which involved more than one component. These multi-componential episodes appeared throughout the transcripts. Once this exercise had been completed for Interview 1, an overview of the componential pattern was possible and written as a brief note. The process was then repeated for both subsequent interviews, with notes giving an

overview of each set of patterns allowing comparability across the three interviews for each participant. An example of an overview for a participant is included at Appendix 11. Other participants' transcripts were coded using this method. The overview notes guided comparison across cases. Similarities and differences could be seen through the overview which could then direct further analysis of the transcripts.

At this stage the multi-componential episodes were cross-referenced to the matrix of developmental moments. It was found that all the developmental moments identified by trainees were also multi-componential: that those episodes trainees identified as significant to their development involved two or more of the components of Evans' model. A refinement of the initial coding involved re-reading each transcript and labelling the coded reflections, where relevant, as relating to the Dimensions of Evans' model. The Dimensions are sub-divisions of the Components.

This refinement of analysis to Dimension-level was an attempt to refine the broad analysis of the process of professional development through coding using components and try to find, in the more detailed coding by Dimensions, an explanation for the patterns which the more general componential analysis had revealed. Whilst the coding to Dimension level was possible for the Behavioural Component's Dimensions, it became difficult to do so for the Dimensions of the Attitudinal and Intellectual. It was harder to see distinct Dimensions at play for the Attitudinal and Intellectual Components, perhaps due to the indistinct nature of Evans' theorising their relation to each other, pointed out in Chapter 3. The Attitudinal and Intellectual Components had Dimensions which overlapped within and between Components.

The coding exercise allowed analysis of individual components' development throughout the course, and the next chapter sets out examples using the illustrative case of P8 to show how this method of analysis was brought to bear on seeking to understand more about the process of professional development. The limitations of Evans' work, mentioned in Chapter 3, will be revisited in Chapter 6, identifying further limitations of the model as a method of analysis. This is primarily due to an under-explicated description of the relation of the components, to each other and to their sub-levels, but also because of an indistinct theorisation of the relation of the process of professional development in the individual to the social sphere. The next section sets out the final stage of the analysis explaining the introduction of trajectories of professional development as an analytical tool.

5.7.1 Vygotsky's Genetic Method and Trajectories Realised

Chapter 3 introduced the conceptualisation of development as a pathway from Vygotsky's (1978) work. Chapter 4 gave this notional pathway firmer form by introducing Dreier's concept of trajectories of participation in social practices (Dreier, 1999, Dreier, 2009). The trajectory was considered helpful to theorise a historical understanding of development as a process. In addition, this study adapted the theory to use as a practical method for representing trainees' professional development. To reiterate, the sociocultural approach views development as having its source in social activity; it was suggested that in training to teach, trainees are learning to develop as teachers by weaving together concepts related to teaching which they encounter during their course. The construction of concepts new to them results in transformations in their understanding about teaching as an activity and reveals new vantage points for seeing how to

proceed in the activity, particularly when problems or barriers to that ongoing activity are encountered.

With professional learning understood in this way, as flexible and historically evolving, the modification of existing interpretations in response to current understandings (Dreier, 2002) led to a consideration, following Vygotsky (1978), of the importance of turning points in any process of development. It was suggested that turning points in theoretical trajectories can indicate disruptions to the “historic fabric” (ibid., p73) of meanings constructed in activity up until the present moment, creating, in individual minds, a passing uncertainty as to how to proceed. These disruptions in trajectories are suggested by Vygotsky to be useful indicators of “reconstructive processes” (ibid., p73) pointing to where learning may be occurring, indicating the potential for the development of new understandings. The application of this theoretical premise to the literal depiction of professional development as a hand-drawn trajectory was argued to provide a clear visual representation of the individual trainees’ understanding of their development towards becoming a teacher.

Giving trainees the task, or ‘problem’ of representing their placements, whilst also giving them a means of accomplishing this with the tool of a line-graph, was discussed in Chapter 4 with reference to Vygotsky’s method of double stimulation. Specific instructions were for the trainees to draw a line-graph representing, in all three interviews, their teaching placements and, in interviews 2 and 3 their journey towards becoming a teacher over the duration of the course to date. Trainees were asked to represent key moments during teaching practice as turning points in the direction of their line. The outcome of this task were multiple data sources offering graphic representations of individuals’ understanding of their journey towards becoming a teacher: a set of trajectories of professional development. As this task was repeated for each participant, over three interviews, the result data set for each case comprised one trajectory drawing representing each of the three school placements, and two trajectory drawings representing their professional development to date. In all, each case had five trajectory drawings to accompany the transcripts of the interviews.

In keeping with Vygotsky’s genetic method, the repetition of this exercise over time was an opportunity to accumulate a set of data in which changes in trainees’ understanding of their professional development could be traced. This would support the aim of reconstructing a series of steps in their professional developmental. The particular significance of turning points in directing analysis of the transcripts is presented next, but, before that, there is some worth in noting the effect which completion of this exercise had on the participants.

The trainees all completed this task with noticeably avid concentration, seemingly recalling with some intensity their placement experiences. One trainee sat almost motionless, staring at the blank paper for several minutes then drew the whole thing in a sweep; others sat with pencil poised for some time before making the first mark then, when their pencil touched the paper, moved it slowly across the A4 page, frowning, muttering sometimes, sighing or pausing. It seemed they were reliving, in concentrated form, the six-week block practice in an intense exercise of sifting, judging and selecting those events which changed the course of their trajectory (McIntosh, 2013, p58). As previously noted, the act of participating in these interviews can be considered a mediating effect on trainees’ understanding of practice; however, it is noted that, for the participant trainees, their PGCE course content required them to reflect on their practice (Confidential University, 2008-09) and so the tasks in this study, although additional, complemented those required of the PGCE cohort.

The introduction of this specific method in focusing attention on professional development is a unique contribution of this study, albeit one which could be developed more systematically, and there may be some merit in giving consideration to its wider application. For instance, and in keeping with a historically evolving conception of professional development, there may be applications beyond the trainee stage, of any teacher, perhaps any professional, for research aimed at understanding the process of professional development more broadly than the limitations imposed on the concept in this thesis. Some of these points are taken up in the last two chapters. Further consideration is now given to the specific importance of turning points as presented in existing research, and its application in the current study, before arguing for its application as an analytical tool for use in research into the professional development of trainee teachers.

5.7.2 The Significance of Turning Points and Trajectories of Professional Development

As set out in Chapter 3 and above, a sociocultural approach to developmental processes can present human activity as contributing to individual pathways, or trajectories. Vygotsky rejected the prevailing views of the time to urge researchers not to “ignore those turning points, those spasmodic and revolutionary changes...where upheavals occur, where historical fabric is ruptured” (Vygotsky, 1978, p73). Rather, these were indications of the revolutions and evolutions of cognitive development. As such, his researched constructed experiments which concentrated on interventions designed to disrupt understanding and observe the constructive processes at work in the individual mind during problem-solving activity. Problems represented, for Vygotsky, barriers to understanding, when the pathway ahead is disrupted; when the knowledge derived from past experience becomes insufficient to guide individuals’ activity in the present, and when “adaptive processes” (Vygotsky, 1978, p73) come into play. At these turning points, solving the problem requires that understanding be newly constructed, through the re-organisation of psychological functions in relation to each other. In such a re-organization, with qualitative transformation, individuals’ understanding of the problem will expand and new possibilities for acting will be apparent, allowing them to overcome the barriers. Insufficient personal understanding stalls progression towards the object of activity: the individual trajectory is disrupted. At this point, mediating sources external to the individual, in the form of tools or symbols, can expand understanding of the problem and which may suggest adaptation of activity and lead to solution. It is argued that these highly significant, transformational moments can be conceptualised as turning points in the course of a trajectory of development. Consideration is now given to research which also utilises some of these notions; firstly in transition research.

Zittoun considers transitions in the lives of young adults (2007b) and adults who are becoming new parents (2004), noting the significance of ‘ruptured’ past events, focuses on times when previously taken-for-granted understandings require adjustment. Zittoun posits that ruptures occur prior to transitions, which are, in her words, “shifting processes of change” (2007b, p195). Ruptures can be apparent when someone is trying to adjust to new circumstances in their life, or is in transition. After a rupture in their personal sense-making processes, individuals make use of socio-culturally generated ‘symbolic resources’ to reposition their understanding, resulting in a modification of their ‘inner life’ (Zittoun, 2004, p132). This reference to inner life may be understood in Vygotskian terms as a structural change to the individual psychology, bringing with it new vantage points from which to understand one’s social world. Zittoun claims that, in adult

life, transitions can follow several types of change, including changes in profession (ibid, p131). The trainee teachers participating in this study could, during the PGCE, be understood to be adjusting to new circumstances, in the process of which they must modify existing understandings. The idea of ruptures in periods of transition is clearly associated to Vygotsky's notion of disruptions in the pathway of development. If it is accepted that the adult participants in this study are indeed undergoing a period of transition by undertaking a new profession, the relevance of turning points should be clear: these are the points at which individual understanding ruptures, or breaks down, and are followed by periods of sense-making activity which can support continuation towards an object of activity.

The notion of key moments has previously been applied to new teachers and their students (Roth et al., 2004) in identity research. For the authors, identity is *one* outcome of social activity and they assert that "*moments of crisis* or when people change from one activity system to another" (ibid., p50) are points when individuals are engaged in identity creation. Identity creation involves individuals "making and remaking who they are, how they understand themselves and how they are understood..." (ibid.). Noting the significance of a change of activity system as a point provoking changes in individual understanding, a parallel can be drawn with Zittoun's concept of transition. In another point of similarity, Roth et al point out that "struggles are especially visible when individuals enter new fields" (ibid., p51) and entry to new fields can provoke contradictions which give rise to these struggles. There is some resonance here between Zittoun's concept of ruptures which lead to sense-making activity and the 'contradictions' preceding the 'struggles' noted by Roth and his co-authors.

To draw together some of these ideas on trajectories, it is clear that research already exists which sees change as a driver of turning developmental points and that individuals in newly-encountered situations or activities are consequently required to engage in the construction of new understandings. If change prompts new conditions, under which an individual has insufficient knowledge to overcome problems, then change in conditions indicates a potentially significant moment when construction of new understandings may result in those qualitative transformations which are inherent in development. Although terminology differs between authors, a rupture or a contradiction are consonant with Vygotsky's notion of upheavals in the path of development (1978, p73). For Vygotsky, the significance of these moments are as pointers to the development of higher psychological functions and the source of these are in mediated activity. Zittoun's sense-making with symbolic resources (Zittoun, 2004, 2007b, 2007a, Gillespie and Zittoun, 2010) includes examples of mediated activity through utilisation of social artefacts and tools to help individuals make sense of new situations and enable them to go on. Roth's 'struggles' (Roth et al., 2004) may be another example, though there is little explanatory detail in this particular paper. In a later paper which uses the example of the activity of fish feeding, he gives attention to the transient nature of the tool in cognitive development (Wolff-Michael, 2007). At a certain level of proficiency with the fish-feeding tool, participants' attention was directed away from it and towards the way the fish food was scattered. This is relevant to illustrate the point that the mediational means is useful as long as it supports an expansion of understanding applicable to problem solution; once the problem has been overcome, the mediational means no longer has its transformative effect in that activity. This point was evident in Vygotsky's example of the knotted hanky mentioned in Chapter 3.

Mediated activity, was claimed by Vygotsky as the source of cognitive development (1978, p55), whereby an individual, drawing on the social or cultural means available, constructed new meaning, reorganising those higher psychological functions, the culturally-influenced cognitive

structures of the mind, in a transformative, and on-going, process. The individual weaves new understanding from those meanings available in the social sphere and reconciles them with their existing, and inadequate, understandings of the problem. The influence of semiotic mediation upon this process cannot be over-emphasised. The meanings constructed within social activity are the source of solving problems arising in that social activity.

Applied to the context of this study, the meanings which are constructed by trainee teachers during their experiences on the PGCE course will be the resource upon which they draw when faced with emerging problems in the activity of teaching. From Vygotsky's point of view, arriving at a problem is an inherent part of the developmental pathway and the solution to overcoming the problem lies in the constructive use of social and cultural means available to the individual.

Adapting the notion of personal trajectories of participation (2009, 2008, Dreier, 1999) to conceptualise individuals' experience of the social practice of teaching, and adding the idea that problems arise (Vygotsky, 1978) as barriers to the continuation of that practice, turning points (ibid.) become significant pointers to individual cognitive activity which precedes professional development. The next section addresses the way trajectories were used in the final, successful approach to the process of data analysis.

5.7.3 Analysis Using Trajectories of Professional Development

The final data set included transcripts and accompanying trajectory drawings for all the interviews conducted. The problems with the initial stages of analysis were overcome to a great extent when the trajectory drawings were introduced to focus analytical attention on those turning points which the trainees had identified as so important to their development as teachers. The descriptive answers participants gave when referring to chosen turning points were rich sites for analysis aiming to understand how trainees overcame problems which had disrupted their trajectory of professional development (Vygotsky, 1978). The detailed recounting of these significant moments was highly informative to developing the view communicated in this thesis that learning to teach is a social and relational practice.

5.8 Review of the Data Collection Process and Methods of Analysis

Collecting data by interview was a time-consuming affair. Working with consideration around those participants whose timetables were busy, enabled all those who began the interviewing process to complete it, with the exception of the one trainee who withdrew from the PGCE course. Even he came along to his second interview, immediately after meeting with his university tutor to withdraw, upholding his initial commitment.

The transcription process was lengthy. However, it had the advantage of familiarising me with the content of the interview after a brief time had elapsed. Due to the structure of the course, the time given to the transcription process was limited. Longer lead time may have allowed this first return to the transcripts to have given a clearer overview of the patterns developing within- and across- cases and may have meant less time spent on the analysis.

The methods of analysis which evolved, became increasingly directed towards answering the research questions, focusing on those elements in the transcripts which were most apt to do so. The lengthy nature of the method was due to my inexperience working with so many large transcripts and the scope of my analysis was too broad ranging at first. Each stage of the method of data analysis described above, allowed me to narrow my concentration and supported the gradual alignment of data to research questions.

The features of the interview process which were most productive were those which enabled the establishing of a communicative relationship with the trainee participants. From a personal point of view it was a privilege to be able to hear their reflections on their journey towards becoming a teacher. The nature of their involvement and the quality and depth of their reflections were essential contributions to attempting to explain the process of professional development at this earliest of stages in the career of a teacher.

The process of analysis described above is presented in the next two chapters, Chapter 6 focused on the third-stage analysis described in 5.6.5 above, applying Evans' (2011) model to the data of P8 and Chapter 7 presenting a sociocultural analysis of the process of trainee teachers' professional development incorporating transcript analysis directed towards specific turning points in trainees' trajectories of professional development.

Chapter 6 Componential Analysis of Professional Development

This chapter uses Evans' model of professional development (Evans, 2011) to analyse data with the aim of understanding more about the process of professional development of trainee teachers in this study and how this may relate to the issues outlined in Chapter 1 and 2 regarding representations of learning to teach. The model, introduced in Chapter 2, is considered in more detail in this chapter, interpreting the model's individual dimensions as they might apply to the practice of teaching. Then, the model is applied to the data collected during this study, as outlined in Chapter 5, whereby key influences identified by trainees in the process of becoming a teacher are coded as elements in Evans' model. Considered to lack detail at the finer level, Evans' model is supplemented by Vygotsky's (1978) method of developmental study. The 'genesis' of development, outlined in Chapter 4, can be traced when reiterated issues gradually take shape (ibid.). Analysis of each component in turn is presented through the data of P8 and directed towards answering the research questions, before considering what this conveys about P8's process of professional development. Each section closes with consideration of the experiences of P8 in relation to the Standards for QTS. Consideration of how analysis using Evans' model contributes to understanding influential changes in professional practice prompts deliberation on the difference between a change of practice and professional development. A reconsideration of the success of Evans' model in reaching an answer to the research questions concludes that her work needs a coherent and extensive theory of development to support understanding of professional development.

Using Evans' (2011) model to analyse empirical accounts of professional practice is an original contribution to knowledge in that it extends Evans' work beyond the purely theoretical, testing its application to data collected from those undergoing a process of professional development.

6.1 Evans' Model of Professional development

Chapter 2 argued that Evans' model of professional development sought, more than other more prevalent models, to represent the complexities of the process by identifying the tacit intellectual and attitudinal aspects of practice in addition to the more easily observable behaviour of individual practitioners. To Evans, researching 'theoretical' concepts of professionalism achieves little towards understanding how professional practice may be improved. Instead she favours a focus on researching 'enacted' professionalism (Evans, 2011). Adopting a pragmatic research approach, she defines enacted professionalism as that which professionals *do*, with doing being understood in a broad sense which includes the professional's intellectual work as well as their physical work (ibid., p855). Evans sees professional development as a "tri-partite entity" (ibid., p865) and devises a componential model to represent the constituent parts of professional development (ibid., p866) (reproduced in Chapter 2, Section 2.4.2). Evans asserts that professional development "occurs in relation to one or more of the three main components" (Evans, 2011, p865) of the model and rests on teachers' recognition of practice as "a 'better' professionalism" (ibid., p866) prompting an according change in their practice.

Evans identifies such 'change' as key to prompting individual professional development and decisions whether to adopt new practices hinge on practitioners' judgment of whether these changes will lead to an enhancement of their practice in some way (ibid.). In considering the

professional development of trainees, this study positions the experience of their first teaching placement in school as a starting point for their endeavours to 'enhance' their practice when recognising a 'better' way to do their work. These terms are, perhaps, problematic when applied to trainees' practice. For existing professionals, enhancement of practice connotes refining current practice whilst identification of a 'better' way of doing things implies practitioners evaluating alternative practices in relation to existing practices and values within the profession. With the limited scope of professional experience trainees start a PGCE course with, it can be argued that initially they are unlikely always to be in a position to instigate refinements or evaluations of their practice without intervention.

The term 'change', which Evans uses in the model, is employed in this chapter to describe trainees' alterations in practice; changes may or may not be for the better and the prompt to the change may or may not arise from the trainee. Each section in 6.2 below presents a sequence of changes identified in the transcripts of P8 which relate to the component being analysed, showing it taking shape over the three interviews. Each section ends with a consideration of whether the changes in practice can be considered to be professional development.

Although Evans' model is intended to convey the essence of professional development in its entirety, separating dimensions from components for analytical purposes supports a focus on aspects of professional practice which may lead to answering the first research question. However, in the absence of detail from Evans about how the model can be applied analytically, beyond using the components as coding categories, Vygotsky's dynamic method of development has been employed as follows. According to his methodology, outlined in Chapter 4, Section 4.3, the genesis of developmental processes can be traced from initial stages, through subsequent stages as "reactions" take shape towards becoming firmly formed (*ibid.*, p69). Reaction here is understood as trainees' understanding of a concept within teaching practice.

Each interview gave trainees the chance to return to issues which seemed to be important to them, and their reflections, over three interviews, allows analysis of resurfacing issues from their initial appearance, following 'reactions' as they take shape. Where reactions take shape, professional development is considered to be a possibility. The 'fully formed' aspect of Vygotsky's third stage of study is somewhat problematic, as mentioned earlier, firstly because the scope of the study limited contact with trainees to the duration of the training; any development which occurred beyond Interview 3 was beyond the extent of the case. Secondly, the idea of 'full' formation may itself be problematic in a process ontology which acknowledges historical evolution as constantly acting on human development. As such, the analysis focuses on the notion of reactions 'taking shape' over the course of the data collection period, identifying transformations of understanding about an issue which trainees identified as important to them throughout this time. The case of P8, presented below, begins with a brief outline of the reflections she shared in interview.

6.2.1 The Professional Development of P8

P8 was a Molecular Sciences graduate who had completed her degree part-time with the Open University. She had experience of leading bible classes prior to the course and said that teaching had been in the back of her mind for about six years. She lived locally to the university where she was registered but also rated the course highly. During her own school days, she had moved

across the country during Key Stage 4 (KS4) disrupting her coursework and affecting her GCSE results, which delayed the start of her A-Levels. She was enrolled as a Science PGCE trainee. Her PGCE was characterised by a placement in Complementary School (CS) which she considered quite a contrast to her Home School (HS). Her reaction to these different approaches to behaviour management and her comparison of the procedures in the two schools is the focus of analysis of changes in her Behavioural Component. A detailed interpretation of this component is given before the analysis is presented.

6.2.2 Behavioural Component

The dimensions of the behavioural component of the model all relate to “what practitioners physically do at work.” (Evans, 2011, p856). As such, they are visible external activities which can be understood and categorised distinctly. Their visibility may be one reason why the Standards are skewed towards descriptors of the Behavioural, and makes Behavioural elements the focus for outside bodies’ evaluation of practitioners. There are four dimensions of this component.

The *processual* refers to “processes people apply at work” (ibid., p856) and refers to the steps that professionals take towards completing an aspect of their job. This may be exemplified by assessment. The process would begin with the regular setting and marking of class and home work; include the recording of those marks, the feedback to students on how to improve and the noting of the students’ response to the feedback; finally this feeds into the completion of an assessment point.

The *procedural* describes “the procedures people apply at work” (ibid.). These might range from individual procedures within a teachers’ own classroom, up through departmental and whole school levels, but may also extend further to be influenced by regional and national procedures. Therefore this dimension might well range from the way a teacher chooses to conduct activity in their classroom – with procedures for turn-taking when talking, seating arrangements, use of resources – to the way a teacher enacts national education policy, such as Child Protection Legislation, in their professional practice.

“Output, productivity and achievement (how much people “do” and what they achieve)” (ibid.) is the so-called *productive* dimension and could refer to achieving a particular aim of professional work. It may also be familiar to professional teachers as that which often counts as evidence of their effectiveness in a competence-based system of evaluating teachers’ work. Enactment of this dimension might include achieving lesson aims, covering a syllabus within a set time, or reaching targeted ‘results’ from students, such as marks in tests and grades in national examinations.

The final dimension of the Behavioural component is comprised of those “skills and competences” (ibid.) which form the *competential* dimension. These appear in the professional standards which are centrally produced by the government (updated and simplified from September 2012 (Department for Education, 2012) though, as noted in Chapter 2, the trainees in this study were working to the previous rather more complex set (Training and Development Agency, 2011-12) which Evans’ 2011 content analysis was directed towards). As argued in Chapter 2, the Standards, for qualified teachers or for trainees working towards QTS, do not offer a comprehensive account of the skills and competences of teachers’ professional activity. Although Evans also takes this position, she does not outline what she understands skills and competences to be. I interpret them as referring to types of practice-related knowledge which are specific at

times, such as numerical competency, being I.T. 'literate' or being organised with paperwork; but it could extend to less quantitative activity such as being able to communicate with pupils in a way which secures a focus on learning.

A change in any of these four behavioural dimensions of 'enacted' professionalism is suggested as contributing to development of professional behaviour (Evans, 2011, 2008). Evans introduces the concept of 'modification', perhaps in an attempt to clarify what she means by 'change', when defining professional development pertaining to behaviour as "the process whereby people's professional performance is modified with the result that her/his professionalism may be considered to be enhanced, with a degree of permanence that exceeds transitoriness" (Evans, 2011, p868). It is acknowledged that the temporal extent of the changes identified in analysis is necessarily limited to the six months during data collection and no conclusions can be drawn about the extent to which these may become an embedded part of trainees' practice. Furthermore, and as mentioned in Chapter 4, the notion of durability may have no place in a process ontology. The following section analyses the behavioural component of P8, focusing on how her procedural dimension is 'modified'. The analysis of changes in her approach to professional procedures aims to begin to answer the question: what is the process of professional development?

6.2.3 P8: Changes in Procedures

Changes in P8's procedures made an impact on her decision-making in response to her pupils' needs. The extracts demonstrate a modification of understanding about the role of procedures which can be applied to teaching situations and how P8 develops an understanding that the procedure which is implemented is grounded in knowledge about teaching procedures: that it is her choice about how to interpret and when to apply procedure and can be understood as a tool for supporting her teaching aims. The data below shows moments when P8 had to decide how to go on after pupils had interrupted her planned lesson in some way: in the face of unexpected events, professional procedures can come to the fore as guiding choices for trainees who do not have an extensive practical repertoire to fall back on.

From the first interview, an excerpt is selected where P8 reflected on an incident in a Year 9 (Y9) class when a girl hit a boy. P8 decided *not* to send the girl out in accordance with the procedures in the school's behaviour management policy. Instead she said she raised her voice and told the Y9 girl to sit down.

"Yeah, I really had to weigh up whether to use school policy or not. I was alone, I had no mentor to ask, er technically I didn't follow school policy but my action defused the situation" (I1, 17.38)

In this early incident, P8 chose to by-pass the school's formal professional procedures relating to behaviour of pupils, relying instead on her own sense of what was right to do. However, in 'weighing up' the situation, P8 conveys her sense of doubt about procedure, identifying the absence of a member of staff as contributing to that uncertainty. Although she was aware of the

school policy she felt justified in her actions because the outcome was considered satisfactory. It is difficult to claim, however, that P8's actions follow professional procedure. Her reaction regarding procedural implementations in this incident is treated as a starting point from which to gauge changes in P8's professional procedures.

During P8's second placement, she finds herself involved in a much more severe incident in the classroom and turns for guidance to national policy. During a cut and paste task for a Year 8 (Y8) Science class, P8 noticed that one of the pupils was using scissors to score lines into her forearm. P8 described her reaction in relation to child protection procedures.

"I thought could I ignore it, just leave it and I decided no I couldn't, child protection issues start taking play and I have responsibility to keep her safe and keep all the other children safe" (I2, 23.47)

Relating to Evans' view of the procedural dimension as procedures that people apply at work (Evans, 2011, p856), P8 considered the procedure for this classroom incident in relation to national safeguarding legislation. This shows a change to her approach since her first placement and, although her reflections identify an element of doubt apparent in her thought process, she chose to follow formal procedures. This may have been to do with the severity of the incident, however, as she clearly recognised the importance of the self-harming. P8 removes the girl from the room and goes back in to tell the usual class teacher, who was present in the room. The teacher then takes over and takes the girl to "a kind of emotional support place" (I2, 22.56) in the school. P8 has shown a change in her awareness of professional procedure. It was important for her to be able to call on the usual class teacher to support P8 in the next step of the procedure: what to do with the pupil once she was out of the classroom. P8 noted that she had a follow-up chat with the class teacher who gave her advice about how to deal with any similar occurrences in the future (I2, 28.15) and is an example of attention to professional procedure in response to a specific and unexpected event in class. P8 reflected how this incident had an impact on her awareness of self-harming issues which prompted her to find out more and led to a broadening of P8's understanding about the professional procedures applicable to self-harming pupils.

This broadening of P8's professional understanding of the impact of self-harming incidents and the purpose of safeguarding policies, instigated by the responsiveness of her professional colleague to the events that day, could be considered a modification of P8's procedural dimension, meaning that Evans' would consider this professional development. It may also be significant to understand the change in terms of P8 being able to generalise about professional practice beyond her immediate experience. The significance of being able to generalise about practice when considering professional development of trainees is considered under the Intellectual Component section (6.2.6-7) below. It is suggested that developing generalisations may be connected to the epistemological dimension in development of knowledge supporting responsive practice and may also be pertinent to a sociocultural view of development, both in relation to semiotic mediation and, particularly, to Vygotsky's theory of concept development. Responsiveness is also evident in the following example showing how P8 developed flexibility in her interpretation of professional procedure. The next example shows how her procedural knowledge supported her decision-making to take both her teaching aims and the motivation of her pupils into account.

One hot day towards the end of her final placement, some Y8 pupils protested that they had already covered P8's planned lesson content. P8 recognised that those pupils who were saying this may have been motivated by a wish to break with usual procedure, go outside and "pick daisies or something" (I3, 11.55). With no way of verifying their claims to prior knowledge, P8 had to respond quickly: either she continued with her prepared lesson or she adapted to take account of the unexpected circumstances. She decided she would take the class outside and, although she stuck with the prepared lesson, she was ready to extend those pupils who coped easily with the content:

"I had already had something up my sleeve for those once they'd completed the first activity to stretch them a bit further so it actually worked fine" (I3, 12.23)

This extract shows how P8 pursued the aim of her lesson whilst taking the specific circumstances – and hot, grumpy children – into account. This evidence of adaptability suggests a degree of certainty about professional procedure which was not evident in her earlier placements. The change in P8's procedural dimension relates to a reduction of doubt, evident in her expression, and including in the description of her actions her adaptation of classroom procedures to support her professional practice. That there has been change is evident; but has this change prompted development of P8's Behavioural Component (Evans, 2011)? And how does this evidence relate to the Standards for QTS towards which P8 was working?

The specific moments when P8 was faced with events in teaching practice which were unexpected in some way, show how her practice was responsive to a non-routine event. In relation to the unusual event of a pupil self-harming in class, merely following the Standards cannot sufficiently prepare a trainee; a certain amount of adaptability is clearly required in this particular instance. Regarding child protection issues, Standard 3a) requires awareness of the statutory duties of teachers and the course handbook suggests that a trainee is "achieving" QTS in this standard when they are "increasingly able to judge when advice and help are needed, for example in matters of child protection" (Confidential University, 2008-09, p98). By this description, P8 was achieving the requisite standard for QTS in her second placement; the further input from her professional colleague, however, can be judged to have supported her beyond this level of professional knowledge. This brings to mind criticism of technocratic evaluation in ITE (Martin and Cloke, 2000) where "inert" (Cohen et al., 1996) standards fail to represent the flexible nature of teaching practice and that, once the standards are met, practice is "good enough" (Beauchamp et al., 2015, p157), trainees are considered "competent enough" (Mutton et al., 2010, p85), and their practice need develop no further.

Whilst it is accepted that the nuances of any professional practice cannot be set down to cover every eventuality, nevertheless the Standards emphasise trainees' planning activities and resources, opening the Professional Skills section with three Standards (Q22, Q23 and Q24) on Planning (Confidential University, 2008-09, p104). However, even the two examples from P8's HS show how, on a less dramatic level, the teaching practice experiences of P8 require her to have the flexibility to adapt to unforeseen events in the classroom. This responsiveness seems to be the result of a more complex process than an isolated change in procedure would suggest and sits in contrast to the more contemplative process implied by Evans' use of 'enhancement' and 'a better way' of practicing as evidence of professional development. Applying Vygotsky's

developmental method, as outlined in Chapter 3, it is suggested that, during the PGCE year, P8's understanding of professional procedures "takes shape" (Vygotsky, 1978, p69) as she begins to use professional procedures to support her responses to unplanned classroom events. Her expanded understanding of this element of professional practice alludes to a specifically identifiable professional development in which practice and cognition are closely linked.

Changes in P8's *procedural* dimension may indicate development of P8's Behavioural Component (Evans, 2011, p856) but introducing a developmental approach helps to focus rather more precisely on the nature of the development. On her first placement, P8's knowledge of professional procedures was not formed enough to guide her practice when dealing with a behavioural issue; in her second placement P8's professional knowledge of national procedures was substantial enough to prompt her to act decisively to protect pupils. P8 reached a point in her final placement where professional procedures had become supports allowing her to assess and respond to the needs of pupils during lessons. P8's responsiveness shows professional behaviour which she did not possess at the start of the course. Direct support from her professional colleague about how to proceed with the Y8 girl who was harming herself was instrumental in supporting the development of P8's Behavioural Component. As will be seen in more detail later in this chapter, the input of others in the process of professional development is identified frequently by trainees as being influential upon their journey towards becoming a teacher. The analysis proceeds to examine P8's data in terms of changes in one of the Attitudinal Dimensions: the Evaluative.

6.2.4 Attitudinal Component

The dimensions of the attitudinal component of her model relate to "attitudes held" (Evans, 2011, p856) by practitioners and because this study aims to understand more about professional development, the focus will be on those attitudes towards practice. Evans says the attitudes are directed towards work (ibid.) but does not address issues of how these attitudes form or where they arise. Evans' defines professional development in relation to the attitudinal component as "the process whereby people's work-related attitudes are modified with the result that her/his professionalism may be considered to be enhanced, with a degree of permanence that exceeds transitoriness" (Evans, 2011, p867). Evans places the attitudes firmly in the workplace but it is difficult to accept that values could be ring-fenced so specifically so that attitudes formed outside practitioners' workplace are not brought to bear on their practice. This point may be particularly important for trainees who, at the very start of their career, are engaged in the work of forming professional values and attitudes, and may begin with none specifically attributable to professional practice. The attitudinal component is further complicated by its lack of clear distinctions between the dimensions. For instance, there may be considered to be some overlap between values and beliefs, or perceptions and views. This is one problem with employing a componential model to represent a holistic process; however, for the purposes of analysis, each is separately interpreted.

The *perceptual* dimension relates to the "perceptions, beliefs and views held [by practitioners], (including those relating to oneself, hence *self*- perception)" (Evans, 2011, p856). These work-

related attitudes may evolve over time, through and during practice, or, as with perceptions, may be immediate impressions gleaned from experience in the moment. Longer term versions of attitudes may apply to practitioners' opinions on behaviour management approaches, or influence their sense of priorities when planning; instant impressions may affect responses to classroom learning or behaviour. The perceptual may be closely related to the second dimension.

The *motivational* dimension refers to "people's motivation, job satisfaction and morale" (ibid.). It should be noted that this element of the model features in Evans' earlier work on morale and job-satisfaction which was funded by a teachers' union (Evans, 2000). This dimension typifies the personal nature of the attitudinal aspect of Evans' model, suggesting that the practitioner will be affected on a personal and emotion level in how they regard their practice and this will influence their job satisfaction. Practice may improve or decline; it may manifest itself in language suffused with emotional terminology; it may become apparent in the way practitioners innovate or replicate past practice. As such, this component might lead practitioners to changes which may affect the consistency of professional practice. It may be that trainees could be particularly vulnerable to changes in the motivational dimension as they are in a state of flux whilst experimenting with practices.

The *evaluative* dimension is Evans' term to describe the values held by a practitioner. These are values directed at elements of practice which may influence practitioners' interpretations of tasks or procedures. For instance, a practitioner who values independent learning will plan to cover a curriculum topic in a different way to one who values collaborative learning which will differ again from one who values inquiry-led learning. Again, Evans does not address the question of where these values arise but it is not without question that some may originate from the practitioner's own values formed in their experience outside their job and in part from their experiences in their workplace(s). The latter may be problematic for trainees when their workplace experience is limited.

These three dimensions may change as practitioners reflect on changes in personal and work circumstances, at local or national level and that even experienced practitioners may be challenged in their attitudes from time to time (Evans, 2011). For a trainee, embarking on their training year, the role of values can arguably come to the fore in issues regarding classroom management. This is considered in the section below which presents analysis of evidence from P8's transcripts showing how her beliefs about discipline, the purpose of punishment and the nature of relationships between teachers and pupils were modified as her practice drew less on personal values and increasingly from values arising in professional practice as the year progressed.

6.2.5 P8: Changes in Values

P8 started the PGCE year with strong personal values regarding the purpose of and the means for pupil discipline. She considered the job of a teacher to include a moral aspect in preparing pupils for their later lives, and, applied to discipline, this meant learning about behaviour applied beyond the classroom and into future workplaces (I1, 16.47). This can be interpreted as arising from values which position the school as a place to instil morals in its pupils, a stance which can be found in research which positions teaching as moral work (Noddings, 1984, Jackson, 1999). As an essential part of responsible teacher education, trainee teachers' beliefs are a key part in

preparing for this moral work (Sanger and Osguthorpe, 2011). At the start, P8 valued behaviour management established through dialogue between teacher and pupils. As the year continued, she was unable to sustain this original view but, with guidance from professional colleagues she found ways of working with pupils which supported her belief that behaviour management and discipline was how school prepared children for later life. This acted as a foundation for her professional practice with regard to behaviour management. Changes seem to become more firmly located in the professional, rather than the personal, values of P8 as the course progresses.

During her first placement, P8 relates how, following a Y9 lesson which had included bad behaviour, she had broken away from her lesson plan to explain her expectations to the class. Her mentor had agreed prior to the lesson that this was a good idea as he often had to give this class “a rollicking” (I1, 12.01). In the lesson, P8 set out her expectations and then allowed pupils to tell her their expectations of her, instigating a dialogue with them.

“well em, my, mentor didn’t like that bit, he said I should just dictate. But I don’t believe in that, I believe that if you allow empowerment it means they engage better, and I wanted to give them some of that in their class” (I1, 14.04)

P8 values communication with pupils, seeing it as a form of empowerment which leads to pupils who are ‘engaged’ in their education. In expressing these values, P8 also uses the word ‘believe’, part of the Perceptual Dimension (Evans, 2011, p856), suggesting that her beliefs are closely related to her values. It is not evident that her belief – that teachers should not dictate to pupils – is based on professional practice. She reflects that expectations of pupils’ behaviour are not always written down, like school rules, “you just have to know them” (I1, 15.38). This raises an interesting question about where P8’s values came from at this early stage in her first teaching practice. It is quite possible that her personal values were influential. She notes that she “kept them in line with school expectations and added a little of my own things in there too” (I1, 12.52). It is clear that, although aware of her mentor’s different opinion, she proceeded with practice which she considered to be right, over-riding his more experienced opinion, indicating that she incorporates elements of her personal beliefs and values to guide decisions about her practice. The next extract shows how this lack of distinction between personal and professional values changed.

P8 reflected on improvements in her behaviour management during the second interview, noting that her CS, in contrast to her HS, did not have a clearly defined protocol for pupils’ behaviour (P8, I2, 7.12), letting individual teachers adapt to each class’ needs. P8 had concerns about pupils’ poor behaviour affecting her teaching, exemplified in her reflections about observing a Year 10 (Y10) B-TEC class before her with them lessons began (I2, 10.08). Despite this, she was pleasantly surprised, attributing her success to adopting the strategy which the Head of Faculty took: being extremely firm (I2, 10.51). Her example of firmness shows how her values seem to have changed since her first practice. She asked one pupil three times to leave the room, but:

“he still said no and then I said Are you refusing to obey a teacher’s instructions? and he said no miss and then got up and walked out the room because he *knew*

that at that point that if he didn't go then he would have to then go on internal exclusion" (I2, 46.30)

The language P8 reports differs from that suggested by pupil-teacher dialogue preferred in the previous extract: a closed question, the use of powerful words "refusing", "obey", "instructions" and the reference to herself in the third person, all combine to position her as having authority over the pupil. A change is evident here, from the egalitarian view apparent in her first practice to the authoritative position in her second, with her use of a language trigger to indicate an increased level of seriousness evidence of a marked difference from the reciprocal approach she initially favoured. P8's original concerns about whether she could teach the classes she had been assigned (I2, 10.08), was allayed by feedback and suggestions from professional colleagues and guided by the successful practice of the Head of Faculty. She then experimented with some of the strategies in her own lessons and found that they worked. Later in the interview, however, P8 reveals that she retains the belief that making pupils think about what they have done wrong is preparing them for life after school (I2, 20. 32): her beliefs, which Evans' model locates in the Perceptual Dimension (Evans, 2011), still support her values. P8 now has two contrasting models of behaviour management and part of her final placement involves reconciling them within her own practice and relating them to her personal beliefs about the purpose of discipline.

In the final interview, P8 is asked to reflect on whether she had carried forward the behaviour management strategies she had picked up during her CS placement. She begins by remarking that her HS had very clear and structured guidelines compared to the approach at her CS, then describes an example of her own behaviour management approach when, on return to her HS, pupils tried to question her about detentions she had given them.

"I'd have to very clearly say you know the school rules you know how it works...I just remained firm" (I3, 17.21)

This extract shows a modification of P8's response to the HS pupils since her first placement. She does not enter into discussion with them and in interview, reports the event using fixed and inflexible language reminiscent of the style she used at her CS. She emphasises her consistent adherence to the school's system of behaviour management and, simultaneously conveys the impression that she was decisive. At her CS, P8 learns that her language choices can convey messages about the seriousness of consequences and understands the advantage of adhering to decisions and exports this new knowledge to her HS practice. A behavioural rather than attitudinal change is evident. In this interview she does not reflect on the importance of teaching pupils about consequences for the future and there is no example where she enters into a dialogue with pupils about the reasons behind the decisions she has made; however, this does not constitute evidence of attitudinal change.

This remark begs the question of how changes in the evaluative dimension are to be defined and at what point these changes may influence professional development? Had P8's values changed, or merely her practice? And to what extent can either be considered to have exceeded the transitoriness which Evans' refers to as a necessary part of professional development (ibid., p867)? Indeed, how long does it take for a value to be formed? Evans repeatedly contends that

practitioners will only change their practice in a superficial way (Evans, 2011, 2000, 2002) unless their “hearts and minds” are won over (Evans, 2011, p867). This may be a reasonable, perhaps important insight, but in failing to address the difference between superficial change and development which affect professional attitudes, Evans’ account of professional development is incomplete. This is discussed further below, in relation to identifying *change* in practice as opposed to its *development*.

Theorising the influential position of values requires a more robust account than Evans offers. The acknowledgement that values are part of education extends beyond the research into its moral aspects, cited above, as demonstrated by their inclusion in the professional standards. Those which the trainees in this study were working towards (Training and Development Agency, 2011-12) included one – of the 33 standards, not counting sub-sections – which required that they demonstrate “the positive values, attitudes and behaviour they expect from children and young people” (Confidential University, 2008-09, p98) although the descriptors limit this to the application of school policy “e.g. equality” (ibid.). The remaining elements of the descriptors are largely behaviour-focused (such as having “high expectations for learner behaviour” or being “able to resolve conflicts” (ibid.)). Evans’ analysis of the ‘shape’ of ‘teachers’ standards’ being skewed towards the behavioural is reflected in the standards for trainee teachers.

The current Standards cover all professional teachers including those in training. They also relate values to expectations of pupil behaviour (Department for Education, 2012, p7) but apply in addition to requiring teachers to comply with a governmental strategy. In Part Two, which covers personal and professional conduct, teachers are required to maintain “public trust in the profession...[by] not undermining British values” (ibid., p10), a phrase which the glossary explains “is taken from the definition of extremism as articulated in the new Prevent Strategy, which was launched in June 2011. It includes ‘democracy, the rule of law, individual liberty’” (ibid., p5). Compliance with government is a new element to the Teachers’ Standards and its inclusion has not yet been clearly argued as relevant to pupils’ educational progress. The second part of the standards is, however, intended for use in cases of teachers’ serious misconduct (ibid.). The contested nature of professional values is not a focus of this research, but the point being made is that without a robust account of the precise nature of professional values, their role in the development of professional practice cannot be ascertained.

This sequence of extracts shows P8 changing her Behavioural Component but leaves questions about whether this is accompanied by changes, or developments, in dimensions of the Attitudinal Component. The Perceptual Dimension, which includes beliefs, initially appeared to intertwine with the Evaluative Dimension in P8’s values regarding discipline, but is not evident in her final interview reflections. Was P8’s changed behaviour due to her reconsideration of her values, seeing behaviour management as something other than a means of preparing pupils for life beyond the classroom, or merely an adaptation of personal values when they were found to be inadequate in some practical teaching situations? That the transcripts give no indication of which is a shortcoming of the design of the final interview and of a missed chance to probe for further detail. Nevertheless, the final placement shows P8 drawing on practice she has learned from professional colleagues, a contrast to the way she did not take her mentor’s advice on her first placement. This could be interpreted as showing that the influence of professional colleagues on P8 became more important as the course went on. From the initial position during her first placement, P8’s values may have changed but whether they can be described as ‘taking shape’, much less ‘firmly formed’ (Vygotsky, 1978, p69), is uncertain. This leads to the conclusion that development of the Attitudinal Component cannot be claimed for P8.

6.2.6 Intellectual Component

The third and final part of Evans' model is the *intellectual component* which is comprised of dimensions relating to "practitioners' knowledge and understanding and their knowledge structures" (Evans, 2011, p856). It is not entirely clear what might be meant by 'knowledge structures': does Evans intend us to understand this as structures of practice knowledge within institutions? Or is she referring to individuals' cognitive structures? Similarly to the previous components, Evans contends that professional development of the intellectual component is "the process whereby people's professional-related knowledge, understanding or reflective or comprehensive capacity or competence are modified with the result that her/his professionalism may be considered to be enhanced with a degree of permanence that exceeds transitoriness" (ibid., p867). Although this component may include knowledge which may be widely known amongst practitioners, such as knowing about subject content or Child Protection legislation, it includes the suggestions that a personal aspect may be involved by referring to people's 'reflective or comprehensive capacity'. Evans does not expand on this although, when noting that this component refers to practitioners' "intellectual approach to their work" (ibid., p856), she may be suggesting that individual intellectual activity supports practitioners' understanding about practice. However, there is no further detail about this process, nor any indication of what Evans believes to be sources of the professional knowledge that she writes about in the descriptions of the four dimensions in this component. She does, nevertheless, assert that understanding how professionalism is shaped rests on gaining an understanding of "internalisation" (ibid., p864), and refers in passing to Vygotsky. Instead of pursuing this idea, she moves on to professional development at the "micro-level" (ibid., p862) identifying a gap in current knowledge: what goes on in the minds of individual practitioners which makes them adopt or reject changes in their practice? In considering influences on professional development, this thesis has something to contribute to this gap. Before considering the data of P8, an interpretation of the dimensions of the Intellectual Component related to practices found in teaching is offered.

The *rationalistic* dimension describes "the nature and degree of reasoning [practitioners] apply to their practice" (ibid., p856). In order to provide a rationale for their practice, teachers develop reasons for their choices, some of which may be articulated and some of which may be tacit. The rationalistic dimension may be at work when, for instance, a plenary reveals some children are confused over a part of the lesson content and prompts a practitioner to revise the next lesson in the sequence to address this; another example may be choice of lesson content based on knowledge of the curriculum coverage to date.

The *analytical* dimension relates to "the nature and degree of [practitioners'] analyticism" (ibid.). This may involve analysis of work that the pupils have put in, analysis of an exam syllabus for planning purposes, or analysis of sets of pupils' assessment or progress figures. Regular reflection on practice may be an example of the analytical dimension being brought to bear on practitioners' own practices and is particularly relevant for trainees who are encouraged to use reflection as a tool for improving practice. Though the distinction between the analytical and the rationalistic dimension is not made explicit in this paper, it is likely that a practitioner's rationale will be informed by their analytical activities and so one will relate closely to the other.

The *epistemological* dimension relates to "the bases of people's knowledge" (ibid.). It suggests the importance of the varieties, validity and grounds of different types of knowledge accepted by

the practitioner, tried and tested in the carrying out of their daily work. This may range from theories of development which the practitioner favours to more practical considerations regarding, as an example, the usefulness of relating academic concepts to pupils' everyday experience. It is possible that the epistemological component is closely related to all three dimensions of the attitudinal component and may, in particular, influence the perceptual dimension.

"What practitioners know and understand" (ibid.) forms the *comprehensive* dimension and, as with the epistemological dimension, may be related closely to the dimensions forming the attitudinal component. The distinction between comprehension – practitioners' knowing and understanding – and epistemology – the bases of practitioners' knowledge – can be clarified perhaps as seeing the former resting upon the latter. A shift in epistemology would manifest itself in an altered understanding of practice. Again, teachers may *know* something and act according to this knowledge without articulating their understanding precisely. They may, for example, know how to select from their specialist knowledge and match it to appropriate methods for individual pupils to make progress; or, in a more practical example, know that Y8 will be restless during a windy Friday afternoon just after they have had P.E. and adapt the lesson accordingly.

The close relation of these elements in the transcripts meant that separating them for analysis was even more difficult than it was for the Attitudinal Component's dimensions. Although, at times, it was possible to identify dimensions singly in the data, the Comprehensive and Epistemological in particular seem almost indistinguishable. Additionally, both seem closely related to beliefs and values, part of the Attitudinal Component. However, the Epistemological Dimension became of particular interest as the bases of professional teaching knowledge were unlikely to have existed prior to embarking on the PGCE. In developmental terms, its emergence could be identified as the course went on. The next section attempts to trace the changes in P8's epistemological dimension as it "takes shape" (Vygotsky, 1978, p69) during the training year, although the analysis draws on other, closely related dimensions which elucidate the formation of the Intellectual Component.

6.2.7 P8: Changes in Epistemology

The following selections from interview transcripts demonstrate how P8 came to generate generally applicable statements of knowledge about professional practice, which, as discussed in Section 6.2.3 above, relates to the emergence of a professional epistemology. Discrete knowledge gained through specific teaching experiences can be generalised and support responsive and adaptable practice. The focus of this section traces P8's realisation that adaptability is necessary for the complexities of classroom practice and how this comes to form a base for the knowledge which guides other aspects of her practice.

Beginning with her first placement, P8 reflects on her good relationship with her Y8s and her contrasting experience with a group of Y9s which she found challenging to manage in the classroom. P8 analyses the experience, going into detail, identifying contrasting ideas and using these to generate questions about her teaching style.

“you couldn’t have too much writing, they liked cutting and sticking but then, they’d try and stab each other with scissors and throw glue around everywhere and em so it is all quite it’s trying to work out what my teaching style was- but does it work for pupils as well, but, I felt supported in exploring new ideas and trying different things” (I1, 32.31)

P8’s reflections shift from the pupils’ behaviour to her part as the teacher. This could be considered to be evidence of the Analytical Dimension of her professionalism. Although it is difficult to specify the “nature and degree” (ibid.) of analysis, P8 considers the purpose of having a ‘style’ of teaching and whether or not it works for the pupils. It is suggested that her analysis shows the beginning of her consideration of practitioner adaptability. She also notes that she was encouraged to experiment with approaches in this school, a matter which will be considered later in this chapter and more extensively in Chapter 7.

During her CS placement, P8 analyses her practice to generate a rationale about the methods of Assessing Pupil Progress (APP). This standard element of tracking pupil progress is something she has seen in both her HS and CS placements. In the extract she criticises its form in her HS, based on the rationale that assessment ought to be adapted if pupils cannot access it.

“I was finding that the APP really was not suitably targeted for my group of pupils in that it was too, the language was too advanced...it wasn’t an inclusive task for them. I’m getting more to think actually can my pupils access this and if not then we need to think about doing this a different way” (I2, 51.22)

P8’s analysis of language used in the APP leads her to identify the task as problematic if impaired understanding of it results in pupils not understanding it, which will therefore undermine its reliability to track pupil progress. Evans identifies the rationalistic dimension as the “nature and degree of reasoning” (ibid.) applied by practitioners and, as with analysis, while it is difficult to quantify the nature or the degree of P8’s reasoning, it could fairly be asserted that she is clearly not taking an entirely superficial approach to APP practice. In reaching an understanding that language choices for tasks can affect pupils’ participation in a teaching activity, P8 further indicates that, where unsatisfactory, an alternative needs to be tried, showing her sense of the importance of adaptive practice. By comparing professional practice in her two placements, P8 develops a rationale for adapting language to suit the needs of different classes. P8 is evidently forging professional knowledge through comparative analysis which combines the Analytical and Rationalistic Dimensions to expand her professional comprehension in relation to APP. It is worth remarking that P8 may be making a step towards being able to generalise; when she says “can my pupils access this”, is it possible to tell if she is referring to specific pupils or to a broader idea of pupils she may find herself responsible for? Additionally, in referring to access and inclusivity, P8 is thinking about the need for pupils to be engaged in the process of their learning and how teachers are involved in working out how to engage them. This motive reappears in P8’s final extract.

When P8 remarks on the need to think about doing things differently, she is referring to adapting specific resources (APPs) to the pupils’ needs. However, by Interview 3, an understanding of the

significance of a teacher being able to adapt is expressed as more generally applicable to professional practice. When P8 analyses the highly structured environment of her HS and its effects on her, she comes to the conclusion that, whilst its rigidity was useful on her first placement, flexibility would have been more helpful by the end of the course.

“sometimes you can have to – to have the freedom to kind of, be able to say I’m not sure that works let – maybe we could do it this way?” (I3, 58.01)

Although tentatively expressed, it appears that P8 is realising that teaching necessitates responsive practice. P8 bases this understanding on the knowledge, gained through her experience on her two previous placements, that there are different ways to approach different classes in attempting to engage pupils in learning. Changes in her understanding of practice lead P8 to be able to generalise about conditions for teaching in which a teacher’s capacity for adaptability in response to changing circumstances is the significant feature, rather than the particular pupils, curriculum content or approach. That adaptability, or responsiveness, is integral to professional practice could be considered as a basis for professional knowledge; that is, as evidence of P8 having developed a professional epistemology with regard to responsive professional practice. With reference to Vygotsky’s genetic method of study (1978, p69), P8’s understanding about the role of responsiveness ‘takes shape’ during P8’s PGCE year. The means by which professional knowledge takes shape is considered fully in the following chapter when introducing sociocultural theory to the problem of understanding trainees’ professional development. In the case of Evans’ work, however, the same shortcomings are evident in theorising the Intellectual Component as were raised earlier: the account of development is not robust, the prompts to development are unidentified and, by failing to explain how the different dimensions combine, the process of development is not revealed through the use of this model.

In terms of the professional standards, this area is explicitly acknowledged by the inclusion of a substantial section – 14 of the 33 standards – “Professional Knowledge and Understanding” (Confidential University, 2008-09, p100-104). In fact, Standard Q10 specifies that trainees should know and understand how to use and adapt “a range of teaching, learning and behaviour management strategies” (ibid., p100). The professional knowledge is divided into sections pertaining to teaching and learning – where Q10 sits – assessment and monitoring; subjects and curriculum; literacy, numeracy and ICT; achievement and diversity; and health and well-being. Only 2 of the 14 standards pertaining to professional knowledge and understanding are directed explicitly at teaching, compared to, for instance, 3 each on ‘Assessment and Monitoring’ and ‘Health and Well-being’. Q9 requires trainees to be open to coaching and mentoring while Q10 relates to intervention to modify behaviour, “incorporating strategies observed in CS placement” through use of school policies (ibid.), prompting a comparative note with the point made above about the way ‘values’ is treated in the Standards for QTS. The current, revised, Standards acknowledge adaptability. Standard 5 requires teachers to “adapt teaching to respond to the strengths and needs of all pupils” (Department for Education, 2012, p8). The four-bullet point sub-sections cover differentiation, overcoming obstacles to pupils’ learning, selecting strategies to support all pupils, and knowing “how to adapt teaching to support pupils’ education at different stages of development” (ibid.) which may, arguably, be considered to be the basis of pedagogical knowledge. Professional knowledge, therefore, may be acknowledged in the

standards as important but, without clear definition, leaves the substance of that knowledge and the appropriateness of its application open to multiple interpretations and uses.

Analysis using Evans' and Vygotsky's theories indicate that the intellectual activity of forging knowledge of professional practice may be an integral part of the professional development of this trainee teacher. Inclusion of the analysis of the standards she was working towards serves to illustrate how complex her practice is by comparison. This suggests that confining the process of learning to teach to a competence-view of the process must be argued as inadequate. However, the general pattern of increasing complexity presented in the extracts from P8's transcripts do not offer an account of *how* this development came about. The reasons for this may be several and are considered in the next section as pertaining to a key conceptual issue: change in relation to development.

6.3 P8: Change in Practice or Professional Development?

Evans (2011) does not suggest how to apply her model to explain professional development so Vygotsky's method of developmental study was introduced to identify evidence of professional practice 'taking shape' (Vygotsky, 1978). Changes, or modifications, were specified by Evans as requisite to development and P8's case, presented above, is now summarised in relation to the model's components before a consideration of the limitations of Evans' model is offered.

The Behavioural Component was the first to be considered. From three transcript excerpts over the course of her PGCE year, P8 modifies her consideration of professional procedures. The *procedural* dimension (ibid.) was considered to have supported P8's increasing responsiveness in unexpected situations practice. P8's understanding of professional procedures took shape during the course and by the end of the year she could invoke them to support responsive practice. It was suggested that the change in this dimension could be considered evidence of professional development of the behavioural component.

Next, P8's transcripts were examined for evidence of Attitudinal development. P8 began the PGCE year in a state of some certainty when it came to values relating to behaviour management in class, drawing on her beliefs about its purpose as preparation for life beyond the classroom. By the end of the year, these beliefs seem to have become lower profile in her reflections. The question of whether P8's changed professional behaviour was as a result of changed professional values could not be answered. The complex intertwining of the attitudinal dimensions in Evans' model (Evans, 2011) do not relate to the personal, only to the professional and it could be argued that this is an incomplete view of practitioners, particularly those on the point of entering the profession. Although P8's professional behaviour changed during the year, evidence cannot convincingly support the assertion that this influenced development of professional attitudes.

In the final component, evidence of change was considered harder to ascribe to individual dimensions but, if considered as professional knowledge production, it was evident that P8 came to know and understand more about her practice by the end of her course than she did at the start. Although Evans' Comprehensive Dimension applies to what practitioners know and understand (ibid.), in the case of P8, the Analytical, Rationalistic and Comprehensive Dimensions appear also to be involved at times in allowing her to make generalisations about practice beyond her immediate experience which, in turn, identified responsiveness as a key element of teaching.

It was suggested this might indicate development of an epistemological dimension to her practice.

That there was *change* in P8's components throughout her training year should be evident in this summary of the analysis but the question under consideration in this study, and in Evans' work, concerns professional *development*. Evans' work asserts that professional development rests on changes of practice in pursuance of "the enhancement of individuals' professionalism" (ibid., p864). Her 2011 paper presents the professional development model with the words "change" under each Dimension (see Fig. 2, Chapter 2), whereas, in earlier work, she pointed out that change can be for better *or* for worse and she adopts the term *enhancement* in preference as connoting an improvement in practice (Evans, 2008, p32). Invoking the notion of 'improvement', however, becomes problematic when taking an individualistic stance towards professional development; individualistic in the sense that the choice of whether new practices are an enhancement of old comes from individual practitioners and is influenced by their individual sets of values and beliefs. Evans claims that the model representing the "quiddity" (Evans, 2011, p856) of professionalism is distinct from the model of professional development only in relation to the terminology used to label the constituent elements: 'development' and 'change' are used instead of 'component' and 'dimension'" (ibid., p866). She undermines the claim that her models represent the essence of professionalism and professional development somewhat by omitting to provide a coherent theory of development and how it relates to change. It is argued that distinguishing change from development must be an essential step to understanding the complex and fluid process of development of professional practice. This short-coming, along with others, affects the applicability of Evans' model to answer research question one, as the next section considers.

6.4 Further Consideration of Evans' model

The analysis presented in this chapter reveals several drawbacks to the suitability of Evans' model to contribute towards clearer understanding of the process of professional development. Evans (2011) presents a model claiming to be a departure from previously existing models of professional development. Her claims for her model are threefold: firstly, she claims the model reflects the actual activity of professionals; secondly, that it is a non-reductive model of a complex process and, thirdly, she introduces the notion that professional development is very much a matter of individuals' practice. Each of Evans' claims are considered in turn.

Evans' first claim promotes *enacted* (Evans, 2011, p862) professional practice as observable and, therefore, researchable, in contrast to theoretical representations of professional practice found in government policy or academic work which she considers valued-laden, judgemental and used for political purpose (Evans, 2011, Evans, 2008). Whilst this may be a valid point, until empirically tested, her model remains theoretical. To my knowledge, this is the only study to have applied her model of professional development to data collected from those undergoing the process, making the analysis in this chapter one of the thesis' original contributions.

Evans' second claim, that hers is not a reductive model, is seemingly upheld; the structure represents a complex of mind, body and affect in the process of professional development. Although she identifies separate strands in her model and it is presented in a pictorial hierarchy, she states that the strands are integrated in operation and the choice of presentation is merely a

practical one (Evans, 2011, p856). Accompanying a complex representation, however, it is suggested that there should be a complex explanation of the way the model's elements relate to one another. Instead Evans writes only that the model "serves as a template for delineating" (ibid.) the essence of professionals' actual practice. In a more recent paper, Evans' (2014) model of professional development survives unchanged although further direction on the application of the model would have been a useful advance. The analysis in this chapter has, in applying the model, revealed some interesting issues. Whilst dimensions of the behavioural component of P8's practice were identifiable, the distinction between the Attitudinal and Intellectual Components was uncertain. In fact, Evans conflates the two as relating to professional learning whilst professional development is represented by the behavioural; the conflation seems unfounded and she admits that, when writing about professional learning and professional development she "often [uses] the two terms interchangeably" (ibid., p192). The relation of the dimensions to one another, within and across components, is never clarified but this analysis highlights some overlap in meaning, such as the way values, beliefs and views were split between the evaluative and the perceptual dimension, even though P8 spoke of them simultaneously. Analysis indicated that the Intellectual Dimensions may be fundamentally related to each other and pointed towards the possibility that making sense of professional practice could support professional development. For P8, it seemed that new understanding about practice supported her development to becoming a more responsive practitioner, which could be argued to represent professional development. Whether this was due to the development of an epistemological base to her professional knowledge or the rather more prosaic comprehensive dimension, was unable to be established due to a lack of distinction between the two dimensions in the source text. The case for considering responsive practice as a form of professional development is discussed in Chapter 8.

Evans' third claim that professional development lies in the hands of individual practitioners' identification of practices as potentially enhancing current practice is far more problematic from a theoretical standpoint. Evans asserts that without engagement of practitioners' "hearts and minds" (Evans, 2011, p867) there will be none of the lasting changes to professional practice she considers to be a requisite of professional development (ibid., pp866-867). This engagement is achieved, she argues, when an individual believes a change would *enhance* her practice in some way. Evans states that "unless attitudes and ways of thinking are changed...the change initiators' conception's (*sic.*) [will fail] to be fully enacted" (ibid., p867). Her earlier contention is that the only professional practice worth researching is that which is enacted, without specifying anything further. Here it can be seen that Evans is hinting at *degrees* of enactment. Is enacted practice that which practitioners *do*? How far does this differ from what they *do* and think and feel? For Evans, development of professional practice in response to new policy is driven by practitioners' attitudes and thoughts, but how these thoughts and attitudes relate to practice is not precisely examined. Some additional terminological confusion arises relating to her use of the terms change, modification, development and enhancement. The confusion causes a lack of clarity in conceptualising the relation of the individual to the practices of the wider profession. These assertions are supported by the argument which follows.

Enhancement (Evans, 2011, Evans, 2008) is used to describe practitioners' judgements about the usefulness of a potential change of practice. *Enhancement* is an attempt to distinguish between 'change', which, as Evans noted in an earlier paper (2008, p32), can be detrimental, and development which carries with it the connotation of a qualitative enrichment. Whether enhancement is synonymous with development is not discussed; and how change relates to development is not addressed. It is unclear why Evans uses 'change' in her model of professional

development when her paper seems concerned with the idea of enhancement. Although critical of reforms which do not bring lasting change, which she associates with professional development (Evans, 2011, pp866-867), Evans contends earlier in the paper that “changing professionalism constitutes professional development” (ibid., p864). Evans is not specific regarding this ‘lasting’ change, preferring the nebulous phrase “a degree of permanence which exceeds transitoriness” (ibid., p867), a practical application of which is difficult to imagine. Already an indistinctness is evident in the way the three terms are used but the centrality of the term ‘enhancement’ in relation to professional development means that the lack of clarity leads to more profound problems.

For Evans, individual practitioners’ judgements on whether to adopt new practices hinge on their opinion as to whether this will enhance their practice in some way. Evans does not specify from what their judgement is drawn. This leads to a presentation of enacted professionalism as seemingly free of values. This contrasts her stated aim, to focus on what practitioners *do*, asserting that there is no ‘praiseworthy’ or ‘despicable’ professionalism, just “qualitatively neutral” (Evans, 2011, p855) professional practice. In effect this creates a tension with her description of individual practitioners’ adopting changes which they consider will enhance their practice. In order to perceive some choices of professional practice as better than others, surely relative values from within the profession are implicit. In fact, Evans (2008) tried to do this by referring to professional culture when she suggested that “professionalism is constituted largely of professional culture...[which] may be interpreted as the collective, predominantly attitudinal response of people towards the professionalism that predominantly defines how they function.” (ibid., p25). There is a circularity of argument here which makes professional culture difficult to clarify: whilst professionalism defines practice, attitudes to this practice, which Evans calls professional culture – make up professionalism. Evans’ professionalism becomes a difficult idea to grasp and raises other questions about how practitioners come to adopt attitudes towards their practice? What are these attitudes formed in relation to?

Failing to clarify *how* individuals’ value judgements develop professional practice is a major gap in Evans’ work. Without offering a clear account of the social practices of professionals, Evans implies that professionals will, *somehow*, develop. This, arguably, presents an essentialist view of the process of professional development since the identification of practice change enhancing existing practice rests with individual practitioners (Evans, 2011, Evans, 2008), suggesting that developmental tendencies are inherent within professionals themselves. If this is the case, the criticism against ineffectual reforms is misdirected and Evans’ stance is inherently contradictory. In terms of the dichotomy she contrives, is criticism to be directed at successive waves of reforms or the modifications of individual professionals who comprise the profession?

It could be argued that Evans’ model contains the possibility of accounting for social practices if the Perceptual Dimension has a role in the formation of judgement about what better practice is. This dimension relates to “perceptions, beliefs and views held, (including those relating to oneself, hence *self-perception*)” (Evans, 2011, p856, original emphasis). However, Evans does not specify any relation between the dimension and her notion of enhancement. Could it be argued that individual perceptions influence interpretations of practice as ‘better’, and consequently suggest a change of practice? But perceptions of *what*? Evans does not expand. If this line is followed, there is a further implication in the alternative: individuals can perceive what *does not enhance* practice. To make value judgements about what is better or worse practice, individuals’ perception of enhancement must be related to something. And if these perceptions derive from others’ practice, are individuals aware of practice which is better or worse than their own?

Enhancement requires that professionals can judge both good and bad practice, which conflicts with Evans' assertion that practice is "qualitatively neutral" (ibid., p855). This undermines her argument and raises another tension: if the capacity to adopt better practice exists within the individual, are there circumstances which have prevented it from being enacted; and if so, have the circumstances changed? Is it the case that external influences – relating to the forming of value judgements – prompt enhancement? If suggested changes to practice can be perceived in terms of an individual's professional activity being enhanced or not, how can this judgement be made, if not within a meaningful context? Additionally, this contextual element implies that the interaction with others is of great importance in affecting what a professional does in practice. Certainly in the case of P8, this would appear to be supported; her reflections include examples of interventions from professional colleagues in the form of suggested changes of practice, of input in response to specific incidents and of support to solve problems in class. Evans' model fails to account for the influence on practitioners of interactions with other professionals.

Evans criticises the raft of attempted reforms which have had little impact on the practice of teachers, giving the impression that it is the reforms that are deficient in some way. What if, in fact, the deficiency lay in the theoretical concept of enacted professionalism? Is it possible that enacted professionalism can be conceived of as inherently non-developmental? Without an explanation of how professionals come to consider one way of doing things as better than another, Evans creates a theoretical problem. One cannot detach practice from values and then require its development to be driven by individuals' value judgements. Is there room in Evans' theory to consider whether professionalism, in any form, may be non-evolutionary, reactionary and tending to the unadventurous? Her implicit assumption is that development is part of the professional's *raison d'être*. Calling this assumption into question has an impact on her model of professional development. Consequently, the usefulness of her model to answer the research questions must be considered limited.

Analysis using Evans' model reveals that P8 taught in a more complex and responsive way by the end of the PGCE year than she had been able to at the start. Gaining an insight into the process of professional development and the influences upon it was facilitated by introducing Vygotsky's method of developmental study (Vygotsky, 1978, p69). The analysis in this chapter reveals some serious theoretical tensions in the model which raise doubts about its suitability for answering the research questions in detail.

6.5 Answering the Research Questions

The problems of Evans' theorising about professional development may stem from an inadequate account of the social context of professional activity. Added difficulties of under-developed terminology and tensions within the model and the assertions underpinning it, contribute to the argument for seeing Evans' model of professional development as unfit for the purpose of explaining the process of professional development. Evans' model cannot tell us about the influences on the process of professional development but this analysis has indicated that, for P8 at least, making sense of professional practice may play a substantial part of trainees' professional development, that this sense-making element may support responsive practice and that professional colleagues may play an influential part.

In acknowledging the influence of professional culture as important in professional development (Evans, 2008, p25) but not theorising this influence, Evans is leaving a gap in her model. The case of P8 identifies the influence of professional colleagues' interventions on her professional development, making a case for the introduction of a theory which accounts for development within the context of social practices. In this respect, and with the continued aim of seeking to answer the research questions – understanding the process of professional development in trainee teachers and the key influences on that process – the work of Vygotsky and other sociocultural theorists is introduced in an analytical capacity in the next chapter.

Chapter 7 A Sociocultural Approach to Professional Development

This chapter introduces a sociocultural approach to provide a robust account of the development of the individual in relation to the social, addressing a gap in Evans' (2011) theory of professional development outlined in the previous chapter. Analysis in this chapter shows how, by engaging in the social activity of learning to teach, the process of professional development closely follows trainees' learning about professional practice. Analysis, following Vygotsky (1978) and as detailed in Chapter 5, is directed by trajectories of professional development, drawn by participants and supplemented by transcript data from interviews. The process of identifying and resolving problems in practice are found to be key influences on trainees' learning about practice. The mediating influence of professional colleagues is further elucidated by examining data through the lens of relational agency (Edwards, 2007b), finding that even at this early stage of their career, trainees can be supported in developing responsive professional practice (Edwards, 2005). This finding is tested by examining a case where a trainee's professional development stalled. The chapter ends by using this case to problematize the concept of relational agency.

7.1 Analysis using Trajectories of Professional Development

The analysis which follows considers turning points in trainees' trajectories of professional development. As set out in Chapter 5, line graphs drawn by participant trainee teachers during interviews represent their school-based experience as trajectories of professional development. These are individual to each trainee and an instant visual representation of their particular set of circumstances during teaching practice. At the same time, the trajectories of professional development can be used as comparative analytical tools, both within individual cases, at three points over the course of the training year, and also across cases during the course.

During each of the three interviews, all trainees were asked to complete line graphs representing their most recent placement experience and in the second and third interviews to draw a retrospective representation of their journey towards becoming a teacher from the start of the course until the present. During the interview, the trainees were asked to describe in detail those moments which they considered to be key turning points, giving an insight into why they drew a change in line direction. The analysis which is included in this chapter, therefore, is intentionally directed at significant turning points which trainees have identified during their training year.

Before analysing individual cases in detail, an amalgamated version of trainees' final line graphs is presented, which for the purposes of comparison, were superimposed upon each other (Figure 7). The amalgamated trajectories of professional development clearly convey a progressional pattern whilst additionally serving to graphically illustrate the idiosyncratic nature of the trainees' experiences.

7.2.1 Amalgamated Trajectories of Professional Development

This section presents data collected at the end of the third, and final, interview. At this point in time, all trainees participating in the study had received news that their PGCE year had been

passed successfully. In a repeat of an exercise carried out in Interview 2, the trainees were prompted to reflect on the experiences during their course to date and draw their journey towards becoming a teacher as a line graph, with turning points to indicate any influential moments. The x-axis represents time and the y-axis 'Becoming a Teacher' (marked 'BaT' on the graph shown at Figure 5). It should be emphasised that this graph is not designed to be a measurement but a representation, by each trainee, of *how much closer to being a teacher they considered themselves to be at the end of their PGCE year than they had considered themselves to be at the start*.

Figure 7 shows an amalgamation of the lines drawn by the five participants from whom complete transcript sets were collected. No scale was included in the y-axis but it is noted that all used the dimensions of the A4 page to configure their graph.

Amalgamation of participants' trajectories of professional development

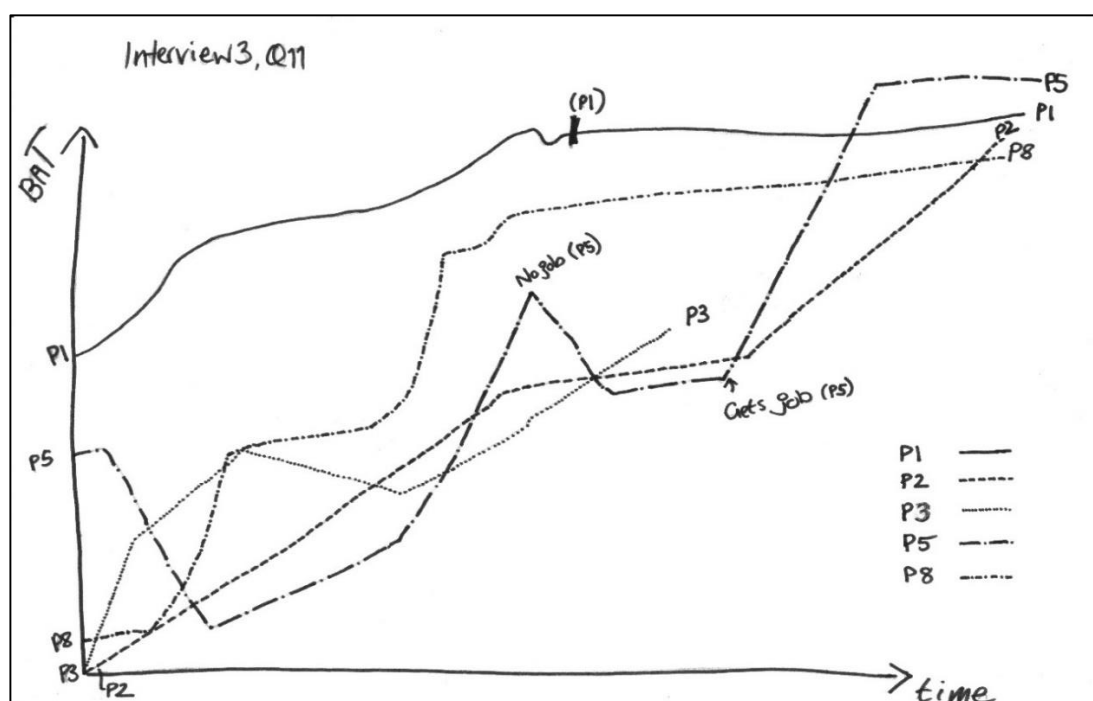


Figure 7

Key: 'P' participant 'BaT' Becoming a Teacher

The lines of each participant are superimposed onto the same graph and differentiated by varying patterned lines. Immediately, a general incline is apparent for all participants. This can be interpreted as showing that, although there are different starting points and many different routes, the graphs demonstrate that all trainees felt as if they had made progress towards becoming a teacher during the year.

Additionally, it is quite clear that participants mark definite turning points when drawing their trajectories. This is evident from early on in the year's training until close to the end of the course. For instance, P5 draws a flattening off towards the end which follows an upturn (labelled "Gets

job”) which itself comes after her line drops off a peak which occurred two months before (annotated “No job”). For P5, who considered the securing of a job as an important validation of her progress towards becoming a teacher, the failure at interview to secure a job in her Home School was seen by her as a set-back to her development, indicated by the down-turn of the line. This key moment could be interpreted as a point at which P5 entered a state of uncertainty, or revolution (Vygotsky, 1978, p73) which disrupted her trajectory. It would certainly seem that, for P5 as well as the other participants, certain events attain a significance as turning points in their journey towards becoming a teacher. Although P5 is the only participant who annotated this final graph, the transcripts provide supporting evidence that turning points reflect richly formative episodes in the trainees’ development. Specific data will be considered to support this assertion later in the chapter.

Seen superimposed in combination like this, the individual nature of trajectories is plainly evident in the varied undulations of the lines. The influence of a range of multi-faceted personal histories (Valsiner, 1998) combined with a plethora of PGCE and personal experiences throughout the year are represented in the shape of the lines being drawn. This graphically represents that element of the sociocultural approach which considers professional development as an outcome of participation in social practice (Korthagen, 2010, Lave and Wenger, 1991). The amalgamated graph is also useful for identifying comparative timings of turning points. It can be seen that three participants, P1, P5 and P8, all experienced a turning point during their second block practice which led to a notable steepening of incline. This denotes that these trainees perceived an increase in the rate at which they were making progress towards becoming a teacher. P2 and P3 did not identify a steep incline at this time although P2, and P5 again, draw a steep incline in the final practice. It is not possible, from this sample, to generalise that there is a particularly fecund period of training; only to underline the individualised nature of the sense trainees had of their own professional development. The point *can* be made that the line-graphs are useful indicators of trainees’ sense of progress.

It should be noted that four of the five participants ended their trajectories very close to the top of the area represented by the graph’s axes. P3’s graph, albeit drawn to a less extensive scale is notably short of this. P3’s line does not reach the height on the ‘Becoming a Teacher’ axis that the others’ lines reach and she does not replicate the steep incline she draws at the start of the course whilst on serial practice and in university. For these reasons, and others which arose in the analysis of the transcripts, P3 is a singular case and will be considered separately towards the end of this chapter.

However, the generalities of this graph, being descriptive rather than explanatory, cannot give an insight into the influences which prompted the turning points for the trainees. Analysis of the turning points of two participants’ cases are now presented to address research question two and further understand influences on their professional development. The line graphs and corresponding sections of the transcripts were compared over the course of the training year. This method of analysis aims to give a full account of turning points in the trajectory of professional development which the participants identified as significant. Following the thinking outlined in Chapter 5, this is interpreted as indicative of recognition of a disruption in the trajectory of development (Vygotsky, 1978) by identification of a problem, specifically relating to professional practice for the purposes of this study, precipitating a period of upheaval, or revolution, in an individual’s understanding (of how to go on with that practice), which prompts a period of activity directed towards solving that problem. Together, these developmental stages

are considered a useful method for uncovering the developmental process and answering research question one.

As outlined in Chapter 4, the single case is favoured as a “definitive empirical source for data derivation” (Valsiner, 1998, p395) and three have been selected as representative, in particular ways, of the other participants. P1’s turning points, which are presented in the next section, are considered representative of the influence on trainees’ perception of their professional development of solving problems in practice; P5 follows with evidence which is indicative of the influence of professional colleagues on trainees’ own development; and the case of P3 is included as a case which did not follow the same patterns as other trainees.

The examples in the cases do not explain all turning points drawn in the line graphs but represent a variety of influences, including changes in the circumstances of personal life (P3, P5, and P7) or periods of illness (P3). Trainees were more likely to refer to these turning points in relation to a y-axis marked ‘good/bad’ or ‘enjoyment’. This affective constituent was not common to all participants although there is existing literature which recognises the effect of the emotions on trainee teachers (Hobson et al., 2006). The affective element of learning is researched in association with motivation (Maslow, 1943, Mueller and Dweck, 1998, Ryan and Deci, 2000, Evans, 2000, Hayes, 2003, Roness, 2011) and well-being at work (North et al., 1996). Vygotsky’s interest regarding the significant influence of the affect as a potential unit of analysis for psychological development – *perezhivanie* in his writing (Vygotsky, 1994) – may indicate a logical next-step for researching trainee teachers’ professional development. *Perezhivanie* is, as yet, under-represented in sociocultural literature, despite some notable scholars engaging with it (Mahn and John-Steiner, 2002, Daniels, 2009). Although it is beyond the scope of this current research project, the data shows affect to be inherent in the experience of learning to teach and the issue is discussed further in the final chapter.

The chapter continues by presenting P1’s case which focuses on her repeated reflections about time to plan lessons. This is selected as representative of problem-solving activity. Throughout the interviews it was apparent that problem-solving was an activity which recurred when trainees encountered obstacles to progressing with their practice in the way they wished to. These were a noticeable focus of trainees’ reflections directed at turning points on trajectories. It is suggested that activity directed at solving problems can be considered influential to professional development. Vygotsky (1978) asserts that learning leads development, that this learning occurs in social activity and that the learning is prompted by mediational means. Applied to this study, it is argued that trainees’ learning about practice precedes professional development, and their learning is prompted by the mediation of professional colleagues with trainees. P1’s case is then the base for the argument that learning to teach is a considerably more complex activity than competence-based accounts suggest and that expansion of personal cognition – learning – regarding professional practice is a key influence on trajectories of professional development.

7.2.2 P1: “If it doesn’t work I’ll just stop it and carry on with something else” (I3, 12.29)

P1 was a Physics specialist who had come to the PGCE course after completing a doctorate and Master’s in another part of the country. The quote, taken from the final interview, conveys her eventual view on one aspect of teaching which she brought up throughout the interviews: professional practices related to planning. Data from her interviews presented here follows

Vygotsky's developmental method of study (1978, p62), outlined in Chapter 4. By selecting P1's reaction to planning as it appeared initially in her first interview then following it as her understanding "takes shape" (ibid., p69) through later interviews, her professional development relating to planning can be illustrated through "disclosure of its genesis" (ibid.).

The cumulative picture built up by the data shows that P1's developing understanding led her to move away from time-consuming preparation of detailed and tightly-timed lesson plans which dominated her focus in early lessons, to planning more flexibly to support her becoming increasingly responsive to her pupils' learning needs as they occurred in class. The combined data of graphs and transcripts indicate that the development was prompted by key encounters with professional colleagues, identified as turning points on her trajectory of professional development.

P1's first teaching practice expressed as a line graph

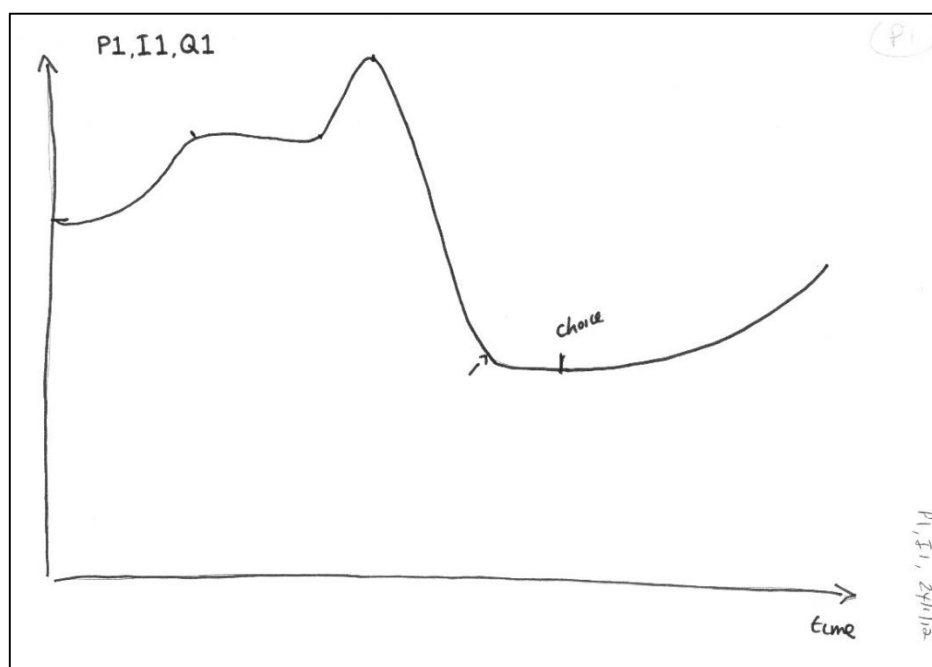


Figure 8

P1's first graph (Figure 8) represented her "steady progress" (I1, 6.54) during first placement experience. Following the theoretical stance that turning points indicate important moments in the general line of development (Vygotsky, 1978), the highest peak and subsequent recovery from the low point were the focus of discussion in her first interview. P1 identified these turning points as relating to her difficulties managing the onerous and detailed lesson planning.

P1 had a really good lesson early on: "everything worked, the students loved it, my mentor loved it" (I1, 7.19), represented on the graph by the line climbing towards a peak. However, as her teaching time increased during the placement, the time to plan in detail for subsequent lessons decreased. P1 perceived this as problematic, indicated by a falling line. The rising line, indicating her sense of progress, comes when she has "space to notice little points to work on so was able to get more consistency between lessons" (I1, 7.19). It is suggested that 'noticing points to work

on', shows an 'evolution' (Vygotsky, 1978, p73) of her practice. The question becomes how did P1 identify particular 'points to work on'? This is considered using the term 'problem' to refer to her uncertainty about how she can go on without jeopardising the quality of the lessons. Disruption to the historic line of development – that is, the meanings which were generated during past activity – is identified by Vygotsky as part of the revolution of understanding which contributes to development (Vygotsky, 1978, p73).

Reflecting on the problem, P1 recalls her mentor telling her that she was “working harder than the students and it should be the other way round” (I1, 29.25). P1 says this prompted her to reconsider the problem, expanding her understanding (ibid.) of the purpose of planning. Her new understanding shifted focus onto the pupils' work rate rather than hers and the line began to rise. P1 still put “lots of effort into lesson preparation yes, but in the lesson itself I'm doing less and it makes me calmer” (I1, 29.10). After a period of uncertainty, P1's understanding of the problem of competing claims of time, energy and lesson quality was expanded by her mentor's mediation. In line with Vygotsky's (1978) thinking, the function of mediated activity, in the shape of the mentor seeking to resolve P1's problem, prompted cognitive and professional development. P1's *professional* learning prompted *professional* development, following Vygotsky assertion that learning precedes development (Vygotsky, 1978). From this point, P1's planned content has a redirected motive (Leontiev, 1978a) – redressing the teacher-pupil work balance – which has an impact on P1's planning choices.

P1's reflections about planning in her second interview had developed beyond those raised in her first interview. She reflected that “we're supposed to have these lesson plans where...I was like 9 o'clock to 9.03 get them settled, 9.03-9.05 take register” (I2, 17.29). P1, beginning to feel constrained by this tightly-timed lesson planning, reflected this was exacerbated when she began A-Level teaching with its intensive planning requirements. This period is shown as the large dip in her trajectory (Figure 9).

P1's second teaching practice expressed as a line graph

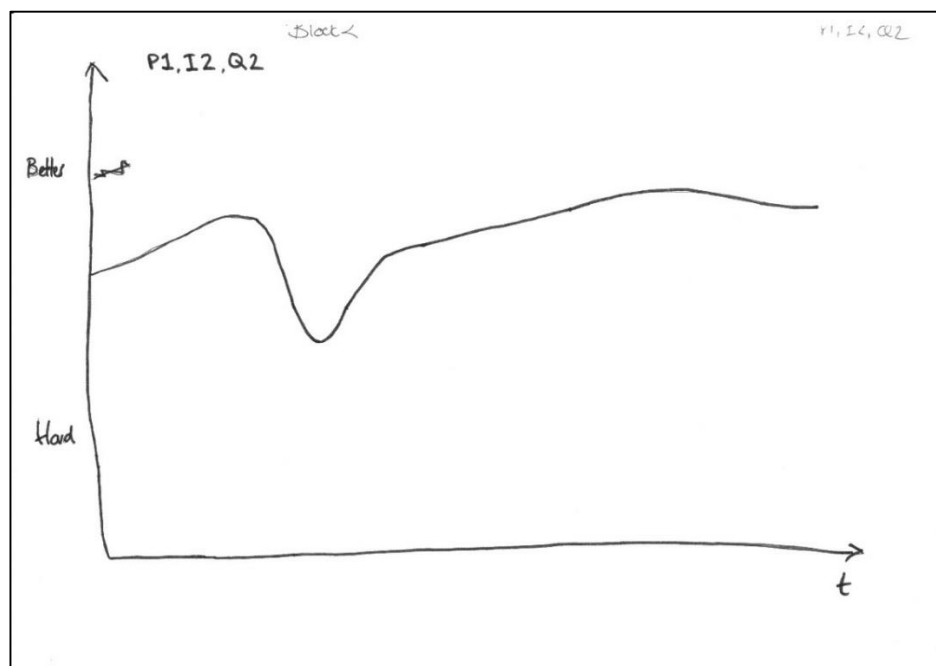


Figure 9

The dip's lowest point came when she admitted to her mentor that she felt too unprepared to take the lesson. He asked her to talk through her plans with him, which, when approved, left P1 at a turning point: she had to "either say no I can't do it or I just wing it" (I2, 17.39). Here, P1 considers her past knowledge insufficient for her intended activity: again "the historical fabric is ruptured" (Vygotsky, 1978, p73). This indecision about whether to give the lesson a try or not, is a moment of upheaval, or revolution (Vygotsky, 1978, p73) presenting itself to P1 as a problem: whether to go on or not. Resolution of the problem comes with her mentor's reassurance that he would "be there to take over if it went horribly wrong" (I2, 17.43).

This reassurance mediated her understanding of the situation, prompting a change in her thinking. She decides to "see how it goes and it was actually probably one of the best lessons I did in the end" (I2, 17.56). P1's understanding of planning was transforming. Coinciding with getting to know the pupils better, P1 would scribble down plans and "was a bit more laid back and I was really flexible in my lesson planning...I'd say let's not do this let's not do that... and I wasn't looking at the clock all the time I could just sort of tell how things were going and be changing stuff all the time." (I2, 19.21). This is markedly different to her time-dominated earlier lesson plans: rather than being scripts to follow during her teaching, her lesson plans were becoming guides for potential lesson content. The turning point at the bottom of the dip was prompted by the mediating interaction with her mentor and resulted in expanded understanding of professional practice which led to this more flexible approach to planning. Vygotsky's theory that mediated activity stimulates cognitive development which leads development of activity (Vygotsky, 1978) would seem to be borne out by P1's experiences so far.

By the time she draws again (see Figure 10), P1, although clearly indicating smooth progress, retains the dip relating to the key moment at her CS, indicating that P1 achieved a sense of proportion which allowed her to see this disruption as *part of* the process of her professional development.

P1's trajectory of professional development from Interview 2

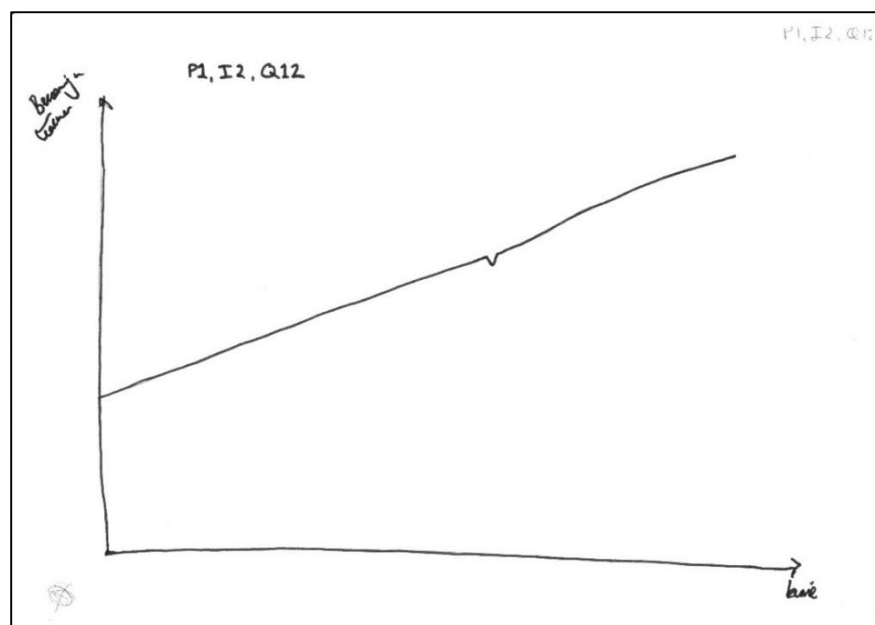


Figure 10

The feature which had been so dominant in the placement is contextualised as part of the process of becoming a teacher. In Figure 10 it can be seen reduced to a “blip” (I3, 53.22), to use P1’s terminology from the third interview. Furthermore, it remains part of her final ‘becoming a teacher’ graph, as shown in Figure 7 above. The smoothness of the trajectory beyond the dip suggests that the disruption to her trajectory of professional development had an impact which lasted till the end of the placement. For P1, this ‘blip’ influenced the trajectory of her development and remained an acknowledged point in her professional development. Referring back to Evans’ “degree of permanence beyond transitoriness” (Evans, 2011, p867) and its possible theoretical difficulties, a tool such as trajectory drawing could be useful in understanding ‘significance’ of events in terms of trainees’ perceptions of their influence on professional development.

Vygotsky understood human psychology as arising within “socially rooted and historically developed activities” (Vygotsky, 1978, p57). This agrees with research claims that, within different schools and different departments, professional practice can differ (de Lima, 2003), resulting in different approaches being prioritised. Throughout the second interview P1 reflected that the department’s approach to teaching was almost experimental. An example of this is evident in a Year 13 (Y13) A-Level class. P1 thought they needed some advanced Maths teaching to access the Physics content. Although the usual class teacher thought the class wouldn’t be able to do the maths, he said “have a go and see what happens, he was quite curious” (I2, 41.46). In feedback afterwards he told P1 that, although it was not what he would have done, some pupils had benefitted. The class teacher’s curiosity supported an ethos of experimentation about the practice of teaching and P1’s reflections reveal that this department encouraged her to see that there is no one way of approaching teaching problems. The experimental approach was something which remained part of her practice when she returned to her first school for her final placement. The next section considers the evidence for this in combination with the change in planning which allowed P1 to focus on pupils’ learning.

During her final interview, P1 reflects on a key moment which combines her new approach to planning and shows evidence of the experimental, flexible approach to pupils’ learning needs which she developed during her CS practice. P1 had to teach sex education to a class of “quite naughty” (I3, 7.33) Year 7s, who she thought were “quite lazy and, they wouldn’t write stuff down” (I3, 7. 40). Their usual class teacher had suggested strategies, such as changing the seating plan every lesson (I3, 8.48), which were intended to improve the pupils’ concentration levels, which P1 had implemented with some success. When she suggests a Goldfish Bowl debate, the usual class teacher felt that the class would not engage with it. In response to this, P1 told him “well if it doesn’t work I’ll just stop it and carry on with something else” (I3, 12.39). This echoes the episode in her CS where she had some success with a group despite the reservation of their usual class teacher and stands in contrast to the initial reactions to planning which were evident in her first interview. These successive examples shows how her understanding about the practice of planning has taken shape (Vygotsky, 1978, p69), supporting her increasingly flexible approach resting on the assumption that she could respond appropriately to pupils’ learning during lessons. P1 considered the Goldfish Bowl debate successful as the pupils “were completely engaged and focused...and they wanted to carry on” at the end of the lesson (I3, 12.44).

P1 describes how her planning for teaching at this stage was explicitly focused on being responsive: “lesson plans were pretty much like these are 8 things I can do I’ll pick one and see what happens at the time” (I3, 12.57). P1’s repetition of the phrase she attributed to the Y13 class teacher during the second interview: “see what happens” could be an indicator of the mediating

effect of language (Vygotsky, 1986) relating to a practice-specific concept (Vygotsky, 1978): that there is no one correct approach to a teaching problem. It is argued that P1 has 'internalized' (Vygotsky, 1978) an experimental approach to teaching, exemplified by the practice of planning which began as an interpersonal process and became an intrapersonal one (ibid., p57). P1's professional learning about planning has supported her professional development with respect to being responsive to the differing needs of classes.

Vygotsky's method of developmental study (Vygotsky, 1978) enables the delineation of the process of P1's professional development with respect to planning for responsive teaching. Characterised by a trajectory of 'evolution' (ibid., p73) through gradual moves away from adherence to detailed, minute-by-minute pre-planned versions of lessons, P1 develops a more flexible approach to planning which frees her to respond to classroom events. However, closer analysis reveals that significant turning points are times of 'revolution' (ibid.) when past knowledge is insufficient for knowing how to go on with an activity. At these times, the mediation of professional colleagues expanded her understanding of practice leading to developments in her professional practice. In keeping with Vygotsky's concept of development as "adaptive processes...[which]...overcome impediments" (ibid.), the key influences on her trajectory of professional development relate to problems P1 had identified with her professional practice.

Vygotsky's assertion that cognitive development is the result of a transformative process of internalization of social activity (Vygotsky, 1978, p57) is supported by the evidence showing how P1, from relying on supportive professional colleagues to assess the problems and provide solutions, showed evidence she could do so herself. Where, in the first placement, P1's planning practice was influenced by her mentor's comment, in her final placement, she was prepared to try out an activity which the usual teacher considered doubtful to succeed, and abandon it if she judged that it wasn't working. P1's professional development was prompted by seeking solutions for the practical situations she had found problematic. It is clear from P1's experience that expanded personal understanding of practice was brought about through the mediation of professional colleagues' interventions. The argument which contends that professional colleagues' interventions are essential to support the personal cognitive development required to develop professional practice will be presented in the following section with reference to the conceptual tool of relational agency (Edwards, 2005, 2007b).

Adopting a sociocultural explanation of professional development holds that development occurs both individually, on a cognitive level, and in the sweep of phylogenesis through development of social and cultural practice in a historically unfolding dialectical process of human activity. Development of individual understanding of professional practice is considered integral to the development of that professional practice. Where Evans' work proposed a conception of individual elements which may comprise professional development, Vygotsky's method allows the genesis of a case to be presented, in which revisiting the same element of practice, planning in the case of P1, reveals a spiral of development "passing through the same point at each new revolution while advancing to a higher level" (Vygotsky, 1978, p56).

Vygotsky's sociocultural approach identifies development as arising through social activity (ibid.), and its introduction can be argued to strengthen Evans' theory of professional development with respect to her somewhat unconvincing account of the inter-relatedness of the profession and the professional development of individual practitioners. At this point, the analysis will extend to a second representative case and use the concept of relational agency to examine the extent to which interaction between trainees and professional colleagues influences their process of professional development.

7.3.1 Relational Agency

Relational agency, introduced in Chapter 3, is a socioculturally-derived conception of professional learning, drawing upon the CHAT branch of sociocultural theories (Edwards, 2007b). At this point a brief reiteration of the key points raised earlier is offered, prior to applying this conceptual tool to analyse the data in this study. Edwards suggests that adults, jointly-engaged in their workplace activity, expand the way they understand the joint-object of their activity. It is in this expansion of the object of activity which originates in relation to others, that individual learning occurs and supports the development of strong forms of professional agency (Edwards, 2005, 2007b). By 'strong', Edwards is referring to that agency which is requisite for decision-making in response to the unpredictable events of professional practice (Edwards, 2007b, p13). The strength of professional agency lies in this responsiveness; the alternative, according to Edwards, would be a weakened form of practice, evident in a practitioner who does not adapt in the face of change (Edwards, 2007b). Edwards applies the concept to initial teacher training, explaining how relational agency can develop between trainees and professional practitioners through:

“a sharing of existing expertise in the interpretations of problem spaces and supported pathways of participation in response to them. There a capacity to work with others and to negotiate meanings should be seen as valuable and not evidence of weakness.”
(Edwards, 2005, p179)

Edwards conjures a scenario in which trainees work jointly with professional colleagues on “professional problems which emerge unplanned in dynamic classrooms” (ibid., p176). For this to happen, Edwards asserts that there is some joint responsibility in the parties involved to identify problems, or “pedagogic objects” (ibid.), and communicate effectively enough to create an understanding allowing a response to the problems (ibid.). Communicating with existing practitioners is what supports expansion of the object, leads to individual cognitive development – “learning” (ibid.) – and enables a new approach to be taken to the problem. As suggested in the case of P1, there cannot be development of professional practice without an accompanying development of individual understanding about that practice.

Edwards argues that professional activity with a joint object supports a responsiveness to evolving situations in practice; such responsiveness is needed to make decisions in the course of professional practice (Edwards, 2007b, p13). In the next section the lens of relational agency is used to examine the development of this responsiveness in P5's professional practice. An overview of P5's training year is interspersed with specific examples which serve to illustrate the transformative effect on her professional development which she gained from interactions with professional colleagues.

7.3.2 P5: “So I thought I'm just going to have to change it” (I3, 14.39)

P5's PGCE year can be characterised as a journey towards increasing independence, both

personally and, of importance to this study, professionally within her practice. She had come to her local university straight from completing her undergraduate degree in Maths, living at home with parents initially but having to move out during her second placement which was at some distance from her base. The section-header quote, from the final interview, shows P5's eventual capacity to respond to classroom conditions, due to the development of her personal understanding of professional practice. Following Edwards' suggestion that joint object activity between practitioners engaged in problem-solving leads to responsive practice (Edwards, 2007b, Edwards, 2005), this case illustrates how, working with a range of professional colleagues over the course, P5 developed her practice to be responsive to pupils. Using Vygotsky's developmental method of study (Vygotsky, 1978), P5's growing classroom authority is traced from her first reaction, revealed in Interview 1, through subsequent interview reflections to show it taking shape.

P5's first placement began with her feeling that the pupils were getting a raw deal by having her teach them, as opposed to the qualified teachers who normally took their classes (I1, 10.29). By the end of the year she was able to reflect: "I changed as a person, I've got presence now" (I3, 19.01). In this quote, P5's remark suggests that both personal and professional change contributed to change in her professional practice: her individual learning about practice led to professional development. P5 learned that this 'presence', or authority, facilitated her communication with pupils, something she valued, remarking "there's no point if you can't work with kids cos they won't learn anything" (I3, 32.08). P5 drew her first line graph (Figure 11) to show an overall incline against a y-axis marked "enjoyment/confidence". P5 related the two: if she lacked confidence in class, things went badly with the pupils and she enjoyed the class experience less. P5's reflects that "the pupils weren't secure and they wanted me to be a figure of authority but I wasn't doing that." (I1, 9.45). Her realisation of this problem is represented on the graph as a downward slope which bottoms out. P5, unable to progress, reveals that her past knowledge was insufficient to solving this problem, indicating that "the historic fabric is ruptured" (Vygotsky, 1978, p73) and pointing to an opportunity for mediational intervention. The resolution of the problem – lacking authority – becomes the object of her activity (Engestrom, 1999a, Leontiev, 1978a).

P5's first teaching practice expressed as a line graph

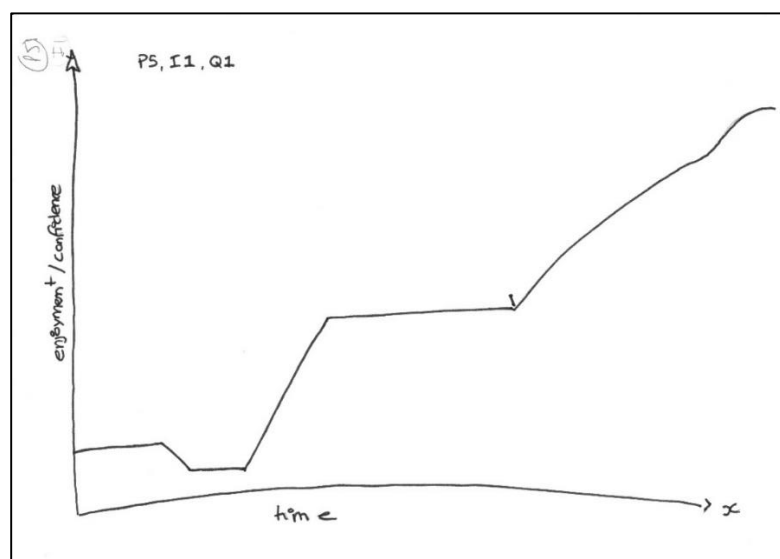


Figure 11

P5's mentor joins her in seeking a solution. Having supported her through the tearful early weeks, he gave her an idea for a Year 11 (Y11) lesson on volume which involved decanting water in class. He also insisted that, if she borrowed the idea she had to "put her own spin on it" (I1, 14.56). P5 did so, making a cardboard box and asking the class to predict whether it would hold all the water she poured into it from a jug. The first upward turning point came as she poured and knew all eyes were on her, when "I realised for the first time I am there to teach them" (I1, 11.14). This new understanding of the purpose of professional practice is indicated by the rising trajectory. Her mentor's suggested resolution of the problem of asserting authority put P5 at the centre of an unfolding experiment which captured the class' attention, and was the mediational means which was instrumental to P5's realisation.

A relational agency analysis identifies joint responsibility towards a joint-object of professional activity (Edwards, 2007b): solving the problem is the responsibility of both P5 *and* her mentor which Edwards suggests occurs through "sharing of existing expertise" (Edwards, 2005, p179). The mentor's part involves his decision to suggest a successful approach to P5. This alone may well have been sufficient to help P5 assert herself in class, but in addition, he insists upon her using her own ideas when applying it in practice. The mentor's insistence requires P5 to make sense of the problem in her own terms, a process of internalizing (Vygotsky, 1978) a socially-arising meaning, or learning by reconstructing understanding (ibid.). Through the mediation of her mentor, P5 applies her expanded understanding to transform her practice. The onus is on P5 to interpret the task, the mentor's suggestion and the situation into which she is to bring it. Relational agency suggests that this interpretation of a problem space between professionals can produce responsive practitioners (Edwards, 2007b, 2005). P5 is struck by the responsiveness of the pupils to her actions, although her reflections do not at this point convey an understanding of herself as responsive. P5's realisation that her actions can influence the response of the pupils becomes a significant point on her trajectory of professional development. The transformative outcome for P5 is expressed in strong terms: her practice after that lesson changed radically indicated by the almost-constantly rising trajectory after this turning point. Her transcripts support the interpretation that this was a transformative event, with P5 enjoying a lesson for the first time, and her mentor seeing her as "a completely different person" (I1, 15.02).

P5's comments in this section use the language of personal transformation and it is, perhaps, a useful moment to revisit the idea, introduced in Chapter 3, that identity creation can be one outcome of practice (Roth et al., 2004) or the idea that trainees develop a self that has within it a teacher identity (McNally and Gray, 2006, p4). The literature on developing professional identity is given more space in Chapter 8 but here, the issue needs to be addressed because P5, by *realising*, is indicating a personal transformation of understanding. Relational agency, by focusing on practice, concentrates on the transformative outcomes to individuals which joint object activity on problems brings to practice, in this case P5's problem of asserting herself in class (Edwards, 2007b). P5's realisation that she was there to teach articulates her new understanding of the *purpose* of her own *practice*; it is learning *about practice* which leads development of her practice. Although it could be argued that identity creation which is one result of practice (Roth et al., 2004) may perhaps apply to P5, at this early stage, relational agency, which maintains a focus on practice, allows the clearest transformation to be seen. P5's understanding of professional practice mediated by her mentor's intervention, I argue, supports a view that professional development is prompted by expansions in individuals' understanding of professional practice; for P5, this is exemplified by the moment when all the pupils' eyes upon her prompted the realisation that she was there to teach them (I1, 11.09), expanding her understanding of the object of practice (Edwards, 2007b). Rather than being there to 'survive' (Le Maistre and Pare,

2010), P5's object of activity transforms and, it is argued that evidence from later transcripts supports the view that this transformation of object influences her professional development. On the graph from the final interview shown above (Figure 7), this early, radical change in direction of the line is retained as a point of departure for P5's professional development over the course.

Evidence that P5's professional development is punctuated by similar turning points, where interventions from professional colleagues support the development of her ability to assert 'authority' in front of pupils is clearly seen in annotations on the line graph she drew to represent her second practice (Figure 12). The turning point labelled "mentor meeting/ reinforce expectations" is now considered from a relational agency perspective, to suggest that the professional development of trainees is observable in the way practice changes after reconfiguration of their mental structures (Edwards, 2007b): learning (about practice) leads (professional) development.

On her second placement, P5's mentor advised her to be strict when managing one class; he said: "send one person out and the rest of them won't do it and I was like OK, I was like terrified" (I2, 10.22). The problem of having to assert herself reappears but P5 works jointly with her mentor on the object activity (Edwards, 2005, Edwards and Protheroe, 2004), in this case, how to resolve the problem of asserting authority over this class. P5, despite her anxiety, changed her practice according to her mentor's advice. Her annotations identify this as a significant moment in her trajectory, with the line rising after this point.

P5's second teaching practice expressed as a line graph

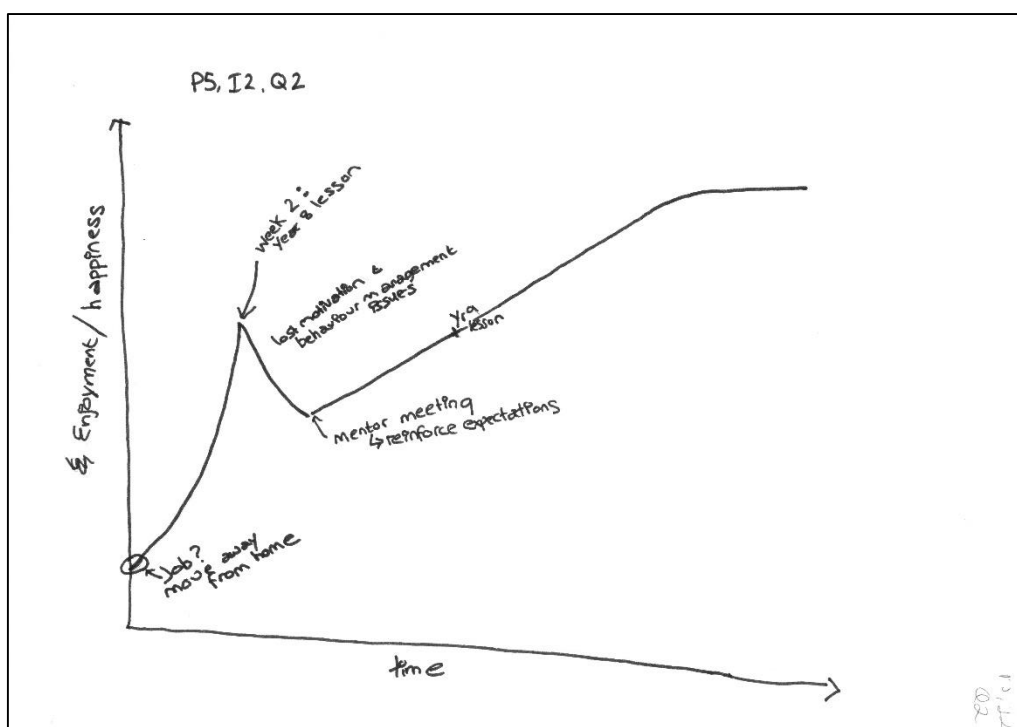


Figure 12

P5 reflects that her mentor's mediation helped her "over that initial being terrified of standing in front of a class and worrying what if this goes wrong...and I've now learnt that *I'm* in charge and I am good at my job and I am confident enough to lead this class" (I2, 27.51). P5 use of the word 'learnt' explicitly identifies her expanded, or as Edwards puts it "reconfigured" (2005, p171), understanding of practice, central to the sociocultural theorisation of the relation of learning to development (Edwards, 2007b, Vygotsky, 1978). P5, in advancing her initial assertion that the pupils saw her as 'not being in charge', provides evidence, in terms of the method of developmental study, that her initial reaction to the problem of how to be authoritative in class is 'taking shape' (Vygotsky, 1978, p69).

During her third and final placement, P5 runs into a problem teaching her first bottom set. The usual class teacher of her Y8s advised P5 to depart from her usual style of active and lively lessons, and do "repetitive kind of stuff" (I3, 5.21). P5 complied, using multiple examples of the lessons' maths concepts on the board "and if they didn't get it I'd do another one and just kept going and was really kind of patient" (I3, 5.58). This data indicates another key moment when a problem in practice is the joint responsibility of trainee and professional colleague. The Y8s' usual teacher is a mediating influence on P5's practice, prompting her change from her preference for active, pupil-focused lessons to a way of working which required lessons to be teacher-led. Although P5 infers that an active style of teaching is responsive to pupils, it is clear from her comments that, even though lesson content was repetitive, P5 is monitoring the pupils' response to the input and this affects her in-lesson decisions regarding repetitions. The usual teacher, with his knowledge of his class' learning needs, models a flexible approach to practice where it is understood that different classes need different strategies. P5, like P1, has her understanding of practice mediated by a responsive practitioner; in the case of P1 the responsiveness was evident in her adaptable lesson planning, and P5's responsiveness is evident in the way she monitors the pupils' progress during the lesson.

Further evidence that P5 is developing as a responsive practitioner is demonstrated by her choice to replace this patient approach with an active lesson with the Y8s. Towards the end of her practice, P5 planned to get the class out of their seats and moving around the room as part of the lesson. There is no mention of an intervention by a professional colleague, although that omission may not be taken as an assumption that there was none. However the point to note at this late stage in the course is that despite the fact that P5 is prepared for the lesson to go awry, she 'risked' it anyway based on her assessment that "they knew I knew how to teach them" (I3, 7.24). Her choice underlies a recognition that she has enough authority over the pupils to respond to their changing needs during a lesson. It is a useful benchmark of how far she has come from the early days of the PGCE when she struggled with authority over classes.

Using Vygotsky's method, the 'reaction' inherent in P5's concept that becoming a teacher involves having authority over a class can be seen to be taking firmer shape (Vygotsky, 1978); comparison with the early stages of the course, when P5 describes herself unfavourably with 'teachers', should make that apparent. P5's reflection at the end of the final interview exemplifies her expanded understanding of that element of her practice when she says "now I know it's *my* classroom" (I3, 58.47). Relational agency posits that strong agency (Edwards, 2007b), of a kind which can be responsive to rapidly changing circumstances, can be the result of practitioners working jointly towards a shared object of professional activity. The resourcefulness of an enhanced professionalism is required, argues Edwards (2005) required in complex places of rapidly unfolding events, such as classrooms.

From describing herself almost as an interloper in the first interview (I1, 10.29), P5 reaches the point at the end of the PGCE year where she has certainty about her ability to work responsively with a difficult class and inspire their confidence in her as a teacher. The work of Vygotsky and Edwards can support a reading of P5's experience as professional development prompted by practice-centred learning as a result of the mediating activity of professional colleagues who jointly engaged with her in finding solutions to a recurring problem: that of acting with authority in the classroom. P5's professional development is first internal and then externalised: internal in her expanded understanding of approaches to practice to take charge of classes, and then externalised as this expanded understanding allows her to address her problem. P5 knows it is important to assume control of classes and, once she knows ways of doing so, can adapt her practice to fulfil this. Overcoming a problem in practice is offered as evidence of professional development. Based on the evidence above, in line with Edwards, and building on Vygotsky, it is suggested that professional development is led by trainees' expanded understanding of problems in practice.

7.4 Learning (About Practice) Leads (Professional) Development

The cases of P1 and P5 presented above show that, when trainees' understanding about practice is not sufficient to overcome problems in practice, the mediation of professional colleagues can prompt expansion of that understanding. Both cases support a view of professional development as a process of successive expansions of individual understanding about practice which lead developments in that practice. The implication is that, without individual learning about practice, there can be little professional development *in* that practice.

The position taken, at this point, is that an adequate view of professional development necessitates inclusion of an account of internal, structural reconfiguration in individuals, in order to explain professional development: changes in professional practice which overcome problems in practice. Following Vygotsky (1978), the selected data presented in this chapter so far shows how trainees undergo expansions of understanding about problems in their practice which allow them to understand new ways of approaching the problem. Turning points which the trainees identified as significant to their professional development were found to have been mediated by professional colleagues. Relational agency (Edwards, 2007b) positions these interactions as prompting trainees' learning about practice when problem-solving was the joint responsibility of the trainees and involved professional colleagues.

This joint object activity, where the object was to find a solution to problems trainees had identified in their practice, can, according to Edwards, result in increasingly responsive practice (Edwards, 2007b, 2005), apt for the ever-changing nature of professional practice. Considering responsive practice as evidence of professional development is discussed in the next chapter.

Relational agency positions professional development as originating in the communication between practitioners addressing problems of practice. Professionals do not always align to pursue joint motives, however. The following section presents the case of a trainee whose outcomes were not as positive as those presented above to problematize the concept of relational agency in these situations.

7.5.1 Turning Points or Crises? When Professional Development Stalls

The examples cited in this chapter have so far shown largely positive outcomes of mediated activity in the resultant responsive practice which trainee teachers can develop. The next section considers the trajectories of professional development for a trainee whose experiences had different outcomes. The analysis aims to problematize relational agency when alignment between practitioners (Edwards, 2007b, p4) is unsuccessful. The aim is also, partly, to suggest that the drawing of trajectories of professional development can be an effective tool for those with an interest in evaluating trainees' professional development. The case of P3 was selected as showing clear evidence of the way unsuccessful professional relationships influenced both her professional development and the path she took once the course was completed.

7.5.2 P3: "...you could call it a crisis of faith" (I3, 19.02)

The experience of P3 is presented in relation to her development of professional agency. This section examines her data in light of those key elements which Edwards identified with reference to trainee teachers (Edwards, 2005), supplementing these with the concepts regarding the development of the strong forms of agency which Edwards claims is a requirement of decision-making in professional practice (Edwards, 2007b). Edwards' concept, as quoted in Section 7.3.1, creates a scenario of trainees and mentors working closely together on identified problems. It is worth repeating Edwards' assertion that relational agency requires:

"a sharing of existing expertise in the interpretations of problem spaces and supported pathways of participation in response to them. There a capacity to work with others and to negotiate meanings should be seen as valuable and not evidence of weakness." (Edwards, 2005, p179)

In this concept of 'sharing', the onus would seem to lie with the school-based practitioners, whose response to problems involves finding ways in which trainees can overcome them; in these terms, P3's experience of professional colleagues was mixed during the training year. Her data is presented as a consideration of her professional development with regard to the practice of planning, which recurred for her in a problematic way. Where P1 found planning and time management increasingly difficult as her teaching timetable grew, for P3, the *purpose* of planning as an activity taxed her throughout the course. This problem is presented as relating to the way her professional agency developed.

During her first placement, P3 found contested interpretations of the purpose of schemes of work as planning tools. P3 and her mentor jointly interpret schemes of work as guidelines whereas the Y8 class teacher who P3 worked with, preferred her to follow the departmental scheme of work closely:

“Her choice. Her class. I wouldn’t have argued with it but my mentor for the other two classes said here’s a scheme of work you can go ahead and do what you want with it, you can change it about if you want.” (I1, 33.17).

P3 is evidently able to reach a negotiated meaning (Edwards, 2005) about the purpose of Schemes of Work (SoWs) with her mentor and although P3 felt strongly that the Y8s’ lesson content directed by the SoW was not appropriate for the class, she does not negotiate this with the Y8 teacher: there is no argument from P3. P3 still sees the class primarily as the responsibility of the Y8 teacher: they are still “her class”, leaving P3 having to teach content she thinks is unsuitable and face the pupils’ “groans” (I1, 32.2).

Ideally, the ‘problem’ identified by P3, of an unsuitable text, would become the object of joint activity (Edwards, 2007b) between P3 and the Y8 class teacher to reach a shared interpretation of it from which they could jointly pursue a resolution (ibid.). This would create the opportunity for the Y8 class teacher to share her expertise and suggest solutions which P3 could try. This did not happen and P3’s deferral resonates with Edwards (2005) ‘weak’ agency where practitioners proceed without adapting plans to specifically arising circumstances.

However, Edwards replaces this notion of ‘sharing’ in a later paper with the phrase “mutual responsibility” (Edwards, 2007b, p6). The focus of joint-activity extends to include joint responsibility in pursuing the object and offers a more egalitarian conception of professionals working together. If Edwards’ later thinking is applied to P3’s experience on her first placement, P3’s deference could be interpreted slightly differently: that P3 did not take enough responsibility in attempting to solve the problem. At this early stage of the training year, perhaps it was understandable that a trainee might shy away from doing so with an experienced teacher. However, deferral is also evident in P3’s final placement, suggesting delays in her development of strong professional agency, evinced in Figure 13.

P3’s second teaching practice expressed as a line graph

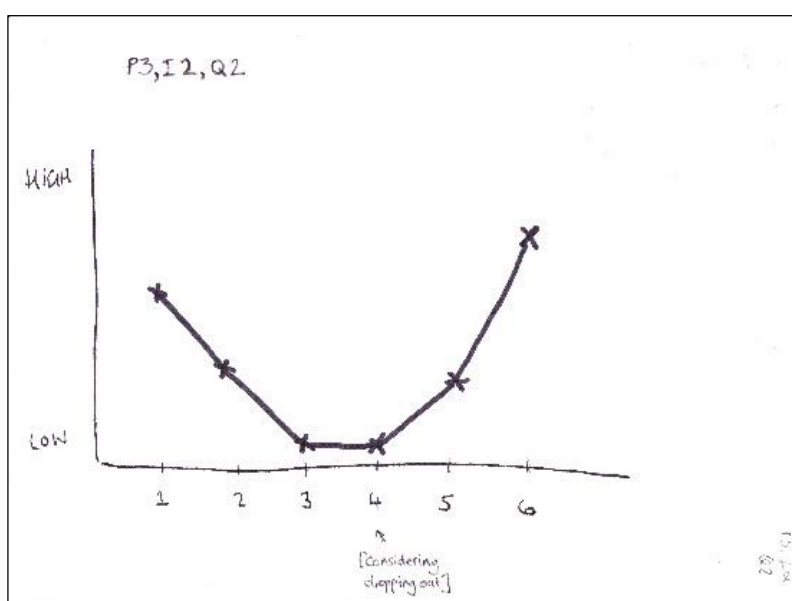


Figure 13

Figure 13 shows how P3's trajectory, drawn in interview after her second placement, conveys some of the difficulties she had in developing this agency. She identified this as being due to her isolation from professional colleagues and, in particular, the quality of support she received from her mentor. Her graph (Figure 13) indicates a steep decline in her enjoyment from the start. She criticises departmental staff who "all kept [their SoWs] to themselves" (I2, 47.53) and describes the departmental resources as a "filing cabinet which had just random photocopies in" (I2, 47.21). As a trainee who is inexperienced in writing SoWs as medium-term plans, P3 identifies this as a problem.

P3 reflects that her CS mentor, however, was "too busy" (I2, 46.11) and did not supply "the answers you need, you know, how do you *do* this? How do you develop as a teacher? What do you *do*? And I felt left like I was very much left on my own" (I2, 46.23). P3's CS experience sits in marked contrast to the description of shared expertise, the idea of working jointly on interpretations of problems and offering supported pathways to respond to them offered in Edwards' (2005) work. P3 is left with unanswered but very important questions about her own development.

P3 feels this lack of progress keenly and conveys this when drawing her trajectory of professional development to show that, as far as she was concerned, this placement did nothing to advance her practice (Figure 14).

P3's trajectory of professional development from Interview 2

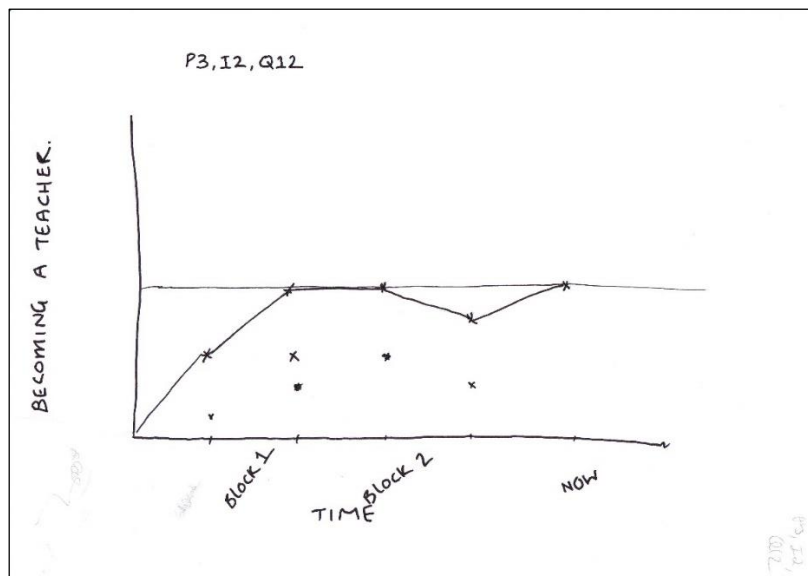


Figure 14

Shown as the crosses which are joined by a solid line, her trajectory drawing represents something of a stagnation of her professional development during this placement (Fig. 14). She upwardly adjusted her initial markers (the small crosses which are not joined up) because she suddenly said "it looks really really negative" (I2, 01.22.33). The thin horizontal line lightly marked running parallel to the x-axis was to emphasise her assertion in the interview that she was no further forward by the end of this placement (I2, 01.22.33).

She took time to explain this graph's shape in some detail. She explains that she felt "there was a dip where I thought I actually took a step backwards rather than progressed" (I2, 01.23.38). Pointing out that "where it dips was around the time where I wanted to quit cos I felt I wasn't good enough to be a teacher cos that was the impression that had been painted by my mentor" (I2, 01.24.19), P3 explicitly identifies her mentor's negative remarks in relation to a stagnation of her professional development.

P3's earlier comments, criticising her mentor for leaving her alone without answers to questions about *how* to develop as a teacher can be interpreted from a relational agency stance as a failure of the mentor to engage jointly in the trainee's problem-solving relating to practice. P3 had no chance to negotiate meanings and was not supported in pathways of participation (Edwards, 2005). In this case, the circumstances for acting with mutual responsibility (Edwards, 2007b) were not supported by this kind of department or by the mentor who was Head of Department.

Putting this placement behind her, P3 was looking forward to working with a more supportive group of colleagues when she returned to HS. She describes them as a "close" (I3, 01.04.21) department and initially she experiences an increase in her enjoyment of teaching (Figure 15) before a crisis prompted by talk of a job offer for her at the HS turns the line downwards.

Whether a "crisis of faith", a "crisis moment", or a "mental crisis" (I3, 19.02-19.28), P3 clearly experiences great uncertainty about how to go on. P3 doubts her readiness for such an "all-consuming" (I3, 12.11) job which demands "100%" dedication (I3, 16.23-16.37).

Her view of what teaching could be like in the future is informed by her past experiences on practice, not just at her CS but also seeing the HS staff "crumble" (I3, 3.54) under the stress of exams combined with "tears...arguments [and]...things erupting" (I3, 3.59) due to end of year tiredness. "The whole department was so stressed out and I think you can't help but let that affect you" (I3, 3.46).

P3's third placement expressed as a line graph

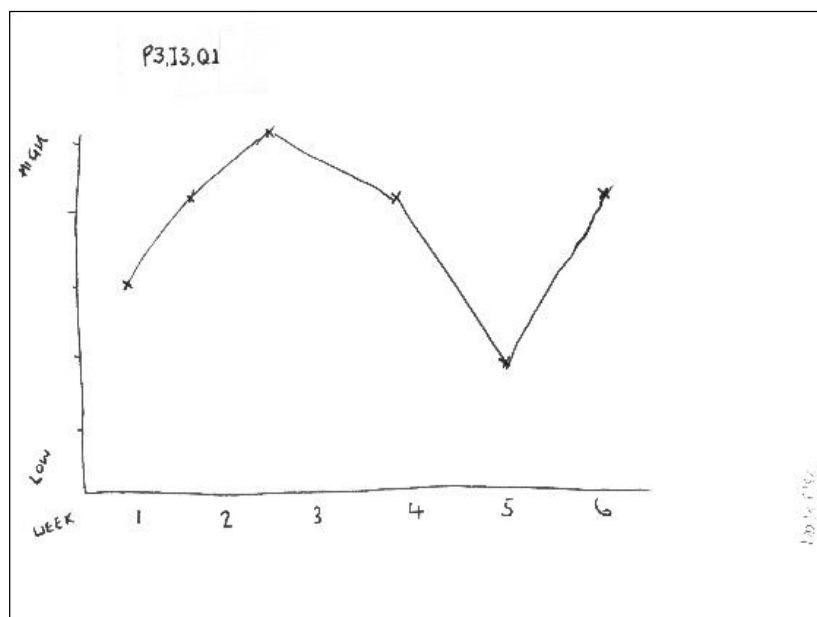


Figure 15

Edwards emphasises how others' interpretation of the world arises in social activity (Edwards, 2007b, p4) and P3's 'crisis' arises amidst her departmental colleagues' strain which, in addition to her confidence being "slightly damaged" (I3, 01.03.34) by her CS mentor's doubts about her, precipitates her decision not to apply for a teaching post.

Analysis using relational agency identifies the key influences on P3's professional development in terms of her opportunities to align with professional colleagues (Edwards, 2007b, p4) and of jointly interpreting problems relating to her practice (ibid.). *Mutual* responsibility (ibid. , p6), that is the responsibility of P3 *and* her professional colleagues to act jointly on P3's problems was not consistently evident during her PGCE year and seems to have had consequences, affecting the strength of professional agency she developed. This idea is examined in terms of the importance of alignment of motives.

P3 pinpoints that "there was something around block 2 [her CS placement] where I know I genuinely didn't want to do it any more" (I3, 01.27.57). Her mentor's "insensitive" (I2, 7.05) response to bad news in P3's life was contrasted by intervention from her university tutor which kept P3 on the course. She says her university tutor wanted to make sure "I was OK mentally as well as with the course and she was concerned about how I was coping in myself and trying to encourage me" (I2, 7. 21). P3 perceived her university tutor's intervention as having a personal element focusing on her well-being and a professional aspect centred on her progress on the course. It was P3's feeling that perhaps only the latter concerned her school mentor although she acknowledges that the combination of the school and university colleagues "both helped because [one] gave me the shock I needed and the other gave me support" (I2, 7.30). P3 felt that her mentor's motive was not "support", reflecting that her mentor "hated" (I2, 22.28) her Y10 group and was quick to say "you can have them" (I2, 22.35) when she saw P3 was getting on well with them. P3 understands her mentor having a motive other than supporting P3 to develop professionally.

Relational agency positions negotiation of meanings of problems at the heart of the process of the development of responsive professional agency; Leontiev identifies activity of any kind as driven by motive (Leontiev, 1978a, Leontiev, 1978b). When motives do not align, the activity becomes contested. A relational agency reading positions P3's University Tutor as a skilful practitioner taking responsibility jointly with the trainee (Edwards, 2007b) to achieve the shared object of P3's professional development. Evidence presented in P3's case raises the possibility that, if some professional colleagues do not take responsibility for engaging with the object of supporting trainees' professional development, development of strong forms of professional agency may stall. This is particularly important if, as Edwards asserts, strong agency is essential for responsive practice (Edwards, 2007b, 2005). It is debatable whether there is evidence of strong agency in P3's case, as illustrated by her reaction to planning throughout the course.

In her first interview, P3 understands planning to be "regimented" (I1, 51.49), requiring strict timings of activities but reasons that a child might come into the class asking about homework at the start of the lesson "and you can't plan for stuff like that" (I1, 52.28). In her final interview, P3 comments that she doesn't see how she can plan for things like "Johnny's going to have a strop" and, using similar language to that in her first interview, asking "how can you plan for things like that?" (I3, 35.21). P3 does not exhibit expanded understanding of the professional practice of planning by the end of the course, with the issue remaining a problem for her even at the end.

Another problem which persists for P3 through the course is her deferral to professional colleagues. On her final placement, P3 whilst working with a Y10 class teacher finds that "having

to adapt my teaching style to suit hers was very difficult” (I3, 24.29). Compare this with her comment during the first interview when, reflecting on her approach with the Y8 teacher’s class, she remarks that “I was having to try and to [sic] mimic her style of teaching” (I1, 42.15). Although there is nothing intrinsically wrong with P3’s adapting to conform to the usual class teacher’s style of teaching, when viewed for evidence of P3’s development of strong professional agency, the examples serve to show that P3 is repeating a pattern established in her first placement: deferring to professional colleagues and subsuming her own object activity to theirs. The ‘problem’ in these examples may be to do with mutual responsibility and P3 not recognising or accepting her own part in her professional development.

P3 is left with big questions about her professional development after her CS placement. Planning is one example where her understanding about practice does not expand. Without mediation, she was unable to advance beyond this point. Furthermore, the evidence presented suggests that, in addition to a lack of mediated intervention in problem-solving apparent with the Y8 class teacher in her first placement and most, if not all, the professional colleagues at her CS, P3 herself may not have taken responsibility. The lack of understanding which stalls her professional development means, to take a relational agency perspective, that P3 did not develop a strong professional agency and this affected her taking responsibility for seeking solutions to her problems in practice. In relational agency terms, this can also be expressed as her not taking responsibility for negotiating the object of activity with professional colleagues. The intervention from her university tutor during her CS placement kept P3 on the course. This apt and skilful response to a trainee’s situation did not, however, specifically mediate P3’s understanding of planning which remained problematic for her until the end of the course.

The chapter ends by returning to the research questions to consider whether, in light of the analysis presented above, answers to them may be reached.

7.6 Answering the Research Questions

The data of participant trainees was analysed in this chapter using sociocultural concepts to answer the research questions: what is the process of, and influences on, the professional development of trainee teachers? Referring to Yin’s assertion noted in Section 4.6.2, regarding generalizability, it is held that two or more cases compared against existing theories can claim replication (Yin, 2003, p33) and offer analytic generalization (ibid., p32). It was suggested that for the participants in this study, the process of professional development took the form of successive expansions of individual learning about practice which led development of that practice. In particular, the evidence presented in this study suggests that a key influence on their professional development arose through collaborative professional activity directed at resolving problems in practice. The importance of moments when trainees are uncertain how to go on beyond the problem was illustrated using the case of P1 and framed with reference to Vygotsky’s (1978) theory of development of mind. Her trajectories of professional development illustrated the significance of turning points in the process and interview data, supplementing the trajectories with rich evidence, showed that she repeatedly identified working jointly on resolving problems in practice expanded her understanding of practice. Evidence showed she became more responsive to emerging situations in the classroom.

Relational agency (Edwards, 2007b, 2005) was introduced to gain further insight into the elements at work at key turning points on trajectories of professional development. The case of P5 further illustrated how activity directed towards solving problems jointly with professional colleagues prompted her learning about practice; learning which preceded her development of a strong form of professional agency which in turn supported increasingly responsive practice.

Returning to Yin, cases which challenge the existing theory against which they are compared are also considered of interest (Yin, 2003, p33). The case of P3 was used to problematize idealistic aspects of the concept of relational agency. Evidence from P3 suggested that if trainees' opportunities to share existing expertise are limited; if their interpretation of problem spaces are not negotiated jointly; if they are not supported in solving problems in practice; and if mutual responsibility for trainees professional development is not accepted as the motive for joint activity, then the conditions for development of a strong professional agency, and the likelihood of becoming a responsive practitioner, are compromised. Relational agency, as a conceptual tool for understanding the process and outcomes of joint professional practice focuses on the positive. Edwards makes a case for trainees spending time with practitioners in classrooms (Edwards and Protheroe, 2003) but it is asserted here that the case of P3, and the earlier influences identified in the cases of P1 and P5, indicate a refinement of Edwards' suggestion is needed: there is a strong case for requiring the professional development of trainees to be the explicit focus of their activity with professional colleagues. The implications of this assertion are considered further in the Discussion chapter.

The analysis in this and the preceding chapter has attempted to contribute new understanding through data collected from those undertaking teacher training. Conceptualising professional development as a componential model led to a view that intellectual process directed towards making sense of practice could be significant in influencing professional development. However, it was argued that inadequacies in theorising the relation of the individual to the sphere of social practice limited the extent to which Evans' work could answer the research questions in this study.

A sociocultural approach, however, offers an account of development which centralises the inter-relatedness of social practice and the individual. Further data analysis in this chapter, adopting Vygotsky's work to interpret the case of P1, indicated that her learning about professional practice preceded her professional development as a responsive practitioner. The case of P5 was further evidence of the mediating influence on trainees' professional development when trainees and professional colleagues take joint responsibility for acting to resolve problems in practice. This prompts consideration of the inadequacy of a simplified account of learning to teach, such as that offered in the Teachers' Standards. Rather, it is suggested that the evidence presented in this chapter, in particular, leads to an acknowledgement of the social source of the development of professional practice, with the influence of others making it a process which draws on the relational aspects between practitioners. The case for reframing learning to teach as a social and relational practice is discussed in the following chapter.

Chapter 8 Discussion

This chapter discusses the findings from the analysis presented in the previous two chapters in relation to the research questions, explaining how the evidence in this study indicates that teaching and learning to teach are inadequately understood in over-simplified accounts of these activities. The professional practice of teaching, rather than being understood as a collection of competences to be acquired, is argued to be a historically-evolving activity requiring practitioners with strong professional agency, enabling them to be responsive to situations as they unfold in the classroom. The analysis showed how influences on trainees from the professional colleagues they work with in seeking resolutions to their problems in practice supported their professional development as responsive practitioners. Through analysis of trainees' trajectories of professional development and interview transcripts, the findings of this small study suggest that distributed responsibility between trainees and professional colleagues in problem-solving activities prompts the development of responsive practice in the trainees. It has been suggested that, because of the transformational nature of problem-solving, trainees who are able to be responsive in their practice can be considered to be showing evidence of professional development. A consideration of issues arising from the literature on teacher education encompassing teacher identity and alternatives to responsive practice and relational agency are offered before the chapter ends discussing the zone of proximal development (ZPD) in relation to the question as to how responsive practice may be actively fostered in trainees.

8.1 Summary of the Thesis and Findings

This thesis has presented an account of changes in the way teacher education has become understood over time, within a historically-evolving sociocultural approach to development. It was suggested that there is a trend towards output-focused activity, as enshrined in the descriptors of teaching in the Teachers' Standards, which are widely in use, not only to guide practice, but also to judge competence (Stanley and Stronach, 2012) primarily based on teachers' behaviour (Evans, 2011). The most recent set of Standards (Department for Education, 2012) does not differentiate between Standards for those just beginning in the profession and more seasoned practitioners who have already qualified. Changes in government policy have been criticised by some as attempted de-professionalization of teaching (Friedman et al., 2009, Hargreaves, 2000). This outlook, extended towards the training of teachers in the re-branding of teacher education to teacher training, is considered by some to offer a reductive view of the complexity of the work (Whitty, 2014, Beach and Bagley, 2013). Furlong (2015) makes the point – in his recent report to the Welsh government in his capacity as Initial Teacher Training Advisor – that he deliberately uses the phrase Initial Teacher *Education* throughout the report as 'education' *includes* "important elements of both 'education' and 'training'" (ibid., footnote, p5); the implication is that training is a term which excludes education and offers a curtailed and finite conceptualisation of learning to teach.

In Chapter 2, these trends were highlighted with reference to the School Direct programme, which is arguably representative of the assertion that teachers must learn "on the job" (Department for Education, 2010, p23). The School Direct programme does not involve time in HEIs, placing trainees in schools for the duration of their training. The evidence upon which the

argument for this change rests was examined in a key public policy document (Department for Education, 2010) and found to have little substance. Despite concerns about the impact on the status of the profession of training teachers outside HEIs (Hodgson, 2014), and the lower-than-targeted take-up rate of School Direct places in its initial years (Universities UK, 2014), the programme seems set to gain momentum throughout the current parliamentary term (National College for Teaching and Leadership, 2014b). This thesis aimed to gain some understanding of the issues raised by these changes by finding out *how* and *what* trainees were learning whilst on teaching practice. To this end, the research questions were couched in terms of their professional development, perceived as a trajectory, and asked participant trainees to identify influences on that trajectory of professional development during their PGCE training year.

An attempt was made to answer Research Question 1, and to come to an understanding of trainees' professional development, by utilising a componential model (Evans, 2011). This did not result in a clear process being distinguishable. The shortcomings of the model were discussed but coding data with reference to the model's components identified elements of intellectual and attitudinal reflections, and indicated that professional development may extend beyond behavioural elements of practice. This supports Evans' assertion that professional development also involves the "hearts and minds" (ibid., p867) of practitioners. Close analysis of the representative case of P8 highlighted the importance of the Intellectual Component in particular as a driver to changes in professional behaviour: making sense of practice seemed to prompt changes in her practice. Although duration of change, particularly in relation to Attitudinal changes, was an important indicator to Evans of whether a change in practice amounted to professional development, this study could not establish evidence of how embedded any changes were, and questioned whether duration of change is important in a processual model where historic evolution is inherent. It was argued that a theory of process requires a clear conceptualisation of the relationship between change and development, which is not provided by Evans' theory.

In Chapter 7 a sociocultural approach was introduced to the analysis to offer a robust account of the relationship of change to development in the process of learning. In accordance with Vygotsky (1978, p90), trainees' learning (about the social practice of teaching) by preceding their (professional) development. Trainees' progress in their learning about practice was represented by their drawings of trajectories of professional development, characterised by turning points. The turning points of P1 were analysed to show how her understanding about the planning element of practice was a problem solved together with professional colleagues. Using the conceptual tool of relational agency (Edwards, 2007b), the case of P5 illustrated how, with reference to her perceiving as a problem her lack of authority in class, interaction with professional colleagues directed at overcoming this led to an expansion of her understanding about her practice. P5 became able to respond, in lessons, to pupils' learning. This responsive practice was suggested by Edwards to rest on the development of a strong form of professional agency. The sociocultural approach with its clear theoretical argument that learning leads development, confirmed in a more robust way that which Evans' contributions pointed towards: the development of practice rests on individual learning about that practice.

Addressing Research Question Two, the influences of professional colleagues on trainees' professional development were identified as highly important. A relational agency approach suggests that this may be due to joint responsibility being assumed, by trainees and professional colleagues, for jointly overcoming problems identified in trainees' practice. Turning points in trajectories of professional development indicated moments when mediated activity was

required to assist trainees in overcoming problems and solutions were indicated by upturns in the trajectories. The experience of P3 gave weight to this suggestion when her professional development stalled during a practice where she felt she did not experience direct support with problem resolution. Through the lens of relational agency, and supported by the data collected for this study, it was suggested that responsive practice, related in trainees' accounts of their increasing adaptability to the swiftly-changing circumstances of classroom life, could be considered evidence of their professional development. The experiences of P1 and P5 included examples of professional colleagues' responsiveness to the problems the trainees identified in their practice. It is suggested that this influenced the trainees' developing responsiveness. For P1, during her CS placement, being told by the normal class teacher to "have a go" (P1, I2, 41.46) encouraged P1 to take the same experimental attitude forward to her final placement at her HS. For P5, the Y8 class teacher in her final placement takes different approaches to different classes, supporting P5 to understand that teaching a bottom set class requires a different set of strategies than she had previously used. This is discussed in Section 8.6 below with specific reference to the role modelling may have in professional development.

A sociocultural approach, it is suggested, brings new understanding with respect to both research questions. This study has shown that, as a historical process, learning to teach can be reframed as a social and relational practice because of the clear focus on the influence of joint object activity on the professional development of trainees' increasingly responsive practice. The contention is that responsiveness is a complex element of professional practice, requiring analytical and evaluative responses by practitioners in the face of emerging and unplanned situations as they arise in the classroom. The remainder of the chapter discusses some of the issues arising from the analysis chapters and which are pertinent to the gap in knowledge identified in Chapter 2: what are trainees learning 'on the job'?

8.2.1 Trainees' Development and Conceptions of the Teaching Profession

Some claim that a technicist view of teacher education is still evident in the current, simplified Teachers' Standards (Beauchamp et al., 2015). The most recent ITE review (Carter, 2015) has as its opening recommendation, the introduction of a "framework of core content for ITT" (ibid., p6). The review offers an annex with suggestions for potential content of such a framework. Subject knowledge development and subject-specific pedagogy are the top two areas (ibid., p67) indicating a continued emphasis on learning to teach as based upon the accumulation of knowledge; an approach which is arguably influenced by transmission models of learning and teaching and which some argue perpetuate a view that teaching is technically simple (Hargreaves, 2000, p155). As Beauchamps et al (2015) point out, with particular reference to England's changing landscape of teacher training, the emphasis on teacher 'training' rather than 'education', attempts to position teaching as "a craft rather than an intellectual activity" (ibid., p163), effectively simplifies the representation of teachers' work. This move is reinforced by a sustained focus on subject content in the standards and the down-playing, as a consequence, of pedagogical knowledge (ibid.), conflating 'knowing' and 'knowing *how to teach*'.

Chapter 2 considered literature which offered a historically-evolving view of conceptions of teaching and which contested overly-simplistic views of learning to teach, presenting as an alternative the practice of teaching as a complex and highly variable process. By extension, *learning* how to teach is a complex process which may require more than trainees spending

longer and longer in classrooms. Certainly the data collected from the participant trainees during this study suggests that the complexities of learning to teach is not adequately conceptualised by reductive accounts of the process. Instead, acknowledgment of the uniquely situated nature of trainees' practice and their own varied personal histories, directs researchers and practitioners towards a conceptualisation of learning to teach as a complex and expansive process occurring in professional practice. Active involvement in identifying and attempting to solve problems was indicated to lead to development of practice. Evidence suggested that problem-solving in one classroom or school, occurs because of learning about practice and this supports trainees to be responsive to problems arising elsewhere. This broadens the applicability of their learning beyond their immediate circumstances.

In Chapter 6, analysis of the case of P8 using Evans' (2011) model, pointed towards understanding a broadening of learning as a possible epistemological development of practical knowledge and which could inform development of practice-related values and beliefs, all contributing towards foundations upon which to base choices in practice. Chapter 7 took a relational agency approach to highlight the way cognitive development of trainees led them to develop responsive practice. The case of P3 indicated that, without the mediation of others to solve problems in practice, her understanding about practice was not transformed, she did not develop the strong agency required for responsive practice and her professional development stalled. It was suggested that, rather than being a simplistic process of skills acquisition, the data in this study shows that learning to teach requires adopting a developmental view which acknowledges that 'training' to teach is an inadequate conceptualisation of a *learning process*, where trainees are *learners*, and which is highly influenced by the responsive interventions of other practitioners.

With specific reference to the intervention of others, this study's findings indicated that, for these trainees, their professional development was influenced by professional colleagues' responsiveness to the problems during practice which were particular to the individual trainee. The responsiveness of professional colleagues to overcoming the barriers to learning identified in trainees' practice cannot be explained simply as a result of practitioners' having acquired the right skills; and nor is responsiveness covered by the idea of teaching as a 'craft', with its home-spun, albeit skilled, practical slant. This thesis argues that highly personalised responses to learners' situations can be understood as requiring the implementation of some pedagogical knowledge: interpreting unique sets of circumstances, selecting the appropriate approach and strategy, and finding ways of bringing them to bear on the resolution of emerging problems. In Chapter 2, it was suggested that conceptions of professionalism existed in the literature which positioned the professional as one able to apply specific knowledge about practice to highly-specific and complex social circumstances (Langford, 1978, Hoyle, 1983). The data collected in this study demonstrates that, even at this very early stage, trainees can be supported in developing a responsive, event-specific application of their practice-based knowledge to quickly changing circumstances. This is somewhat at odds with a technicist view of teaching in which subject content trumps pedagogical knowledge. The evidence from the participants in this study prompts questions about the relevance of taking a competences approach to 'training' teachers. Rather, a 'personalised' approach is proposed. This requires that, for all involved, the over-arching joint objective becomes trainees' professional development. In so doing, professional colleagues are modelling teaching as a responsive practice. More thought is given to modelling in Section 8.6, but at this point, it is suggested that the complex responsiveness of professional colleagues to highly-specific, uniquely occurring problems in trainees' practice supports a view that teachers and trainees working together are active contributors to the unfolding historical evolution of their own *and* their profession's development. Far from being an activity in which

one, having ticked all the boxes, sees qualification as an end point, a sociocultural approach to teaching and learning to teach advocates a generative view of the profession and those individuals participating in it. As such, it is asserted that learning to teach, in acknowledgement of the involvement of others in professional development, can usefully be reframed as a social and relational activity.

The notion of the responsive practitioner is discussed more extensively in the following section and related to the argument that English education policy is positioning teaching as competence-based (Department for Education, 2015, Gove, 2012b) driven by a “means-end rationalism” (Loudon, 1992, p178). This then gives way to a discussion of alternative views of professional development and relational agency before revisiting of Vygotsky’s notion of the ZPD in relation to fostering responsive practice amongst trainee teachers.

8.2.1 Professionalism as *Knowing* What To Do

The depiction of trainee teachers’ development offered in this study contributes to the field a richer conceptualisation of the process than offered by ubiquitous stage-theories, such as Fuller’s (1969), or chronological frameworks (Huberman, 1989, 1992). When considering the development of trained teachers in more complex terms, literature exists which tries to address those responsive elements which seem so important to the work of teachers. Atkinson and Claxton (2000) present a collection of considerations of the concept of intuitive practice. Intuitive practice shares common ground with Edwards’ idea of responsiveness in practice in highlighting the rapid judgements and acting on quickly-made decisions whilst teaching. Claxton differs from Edwards in his interest in “non-intellectual ways of knowing” (Claxton, 2000, p34). Although it is not clear what he means by this phrase, he dwells on tacit professional knowledge, asserting that knowledge which is not articulated is valuable in practice. The extent to which this may be relevant to trainees is presented in relation to the theory that knowledge about teaching accumulates through experience of teaching; and, in lieu of this experiential knowledge when embarking on placements, trainees act intuitively (Atkinson, 2000). Atkinson argues that mentors can support trainees to articulate rationales for their intuitive activity by developing the concept of awareness through questions asking for explanation of actions. This awareness, he contends, supports reflection on practice and can help trainees to “cope with atypical events and to reflect on and monitor less conscious and intuitive processes” (ibid., p82). In her consideration of intuition in relation to trainee/mentor relationships, Lazarus (2000) depicts mentors as models of intuitive practice who may be unable to articulate their understanding to trainees. The descriptions in her chapter suggest a transmission-style of teaching where the ‘teacher’ is the focus, rather than the trainee, especially with regard to offering value-laden, ‘correct’ views of practice when “deconstructing a fluid performance to help the protégé make sense of what he or she has observed” (ibid., p114); the ‘fluid’ performance is that given by an experienced practitioner rather than a trainee. This is a somewhat problematic conceptualisation of learning to teach, mainly due to the assumption that a mentor’s understanding of practice is relevant to a trainee. Furthermore, if intuitive practice of experienced teachers is difficult to articulate, it is not entirely clear how they should proceed to ‘deconstruct’ their practice and give a clear account of it to trainees.

In his consideration of the concept of intuition in practice, Furlong (2000a) suggests that, although it may address a gap in understanding about professionalism which is not covered by

those elements of professionalism established in the literature – professional knowledge, responsibility and autonomy (ibid., p16-17) – intuition as a notion must be developed with a recognition of the need to work towards “publicly defensible principles” of education (ibid., p29). Essentially, Furlong warns that pursuing a view of individuals’ subjective practice may lead to a decontextualized notion of professionalism which he associates with the “weak” (ibid., p23) contribution made by the subjectivity championed by the reflective turn in practice through the 1980s.

One difficulty with the notion of intuition presented in this book is the assertion that intuitive knowing is different from ‘intellectual’ knowing by virtue of being unable to be articulated. In this study, the trainees were able to analyse their practice and to give clear rationales for their actions from the start as analysis of the Intellectual Component of Evans’ (2011) model showed. This intellectual element dovetails with Vygotsky’s claims that learning requires individuals to construct their own meaning of social activity and practices in a process of internalising socially constructed meanings (Vygotsky, 1978, pp 56-57). Rather than advocating ‘non-intellectual ways of knowing’ the data collected from trainees in this study suggests that professional development in trainees is led by their learning about practice and can be argued to contribute towards trainees’ development of pedagogical knowledge. Alexander (2008), who asserts that England has no fixed notion of pedagogy and, worse, no inclination to talk about it, sets up an argument that educators have a responsibility to rise to the challenge of engaging with the theory of teaching in the face of a culture of compliance fostered in the education sector by those in government. He states that pedagogy should come before policy implementation and that it should arise from a pattern of dialogic teaching, established at classroom level through every level of schooling. There may be some overlap between dialogic teaching and the type of responsive practice which Edwards flags and this is considered further in connection with ‘modelling’ in section 8.6 below.

Additionally, when compared to the sociocultural approach, the notion of the intuitive practitioner is problematic for its reliance on intrinsic individual abilities to develop. The cases of P1 and P5 are revisited briefly in the next section to illustrate the development of responsiveness in their practice during their PGCE year. Relational agency offers the view that responsive practice arises between professionals – even if one is new to the profession – in pursuit of joint objects of activity. The data in this study suggests that this may be particularly effective when the object of activity is the seeking of resolutions to problems in the trainees’ practice. Problem-solving is considered separately in Section 8.3.1.

8.2.2 Development of Responsive Practitioners

Edwards (2007b) suggests that relational agency points towards the importance in professional practice, particularly when learning from each other, of understanding between practitioners, or, as she puts it:

“the capacity to align one’s thoughts and actions with those of others to interpret aspects of one’s world and to act on and respond to those interpretations.”
(Edwards, 2007b, p4).

She claims that an “enhanced version of professionalism” (Edwards, 2005, p179) is the outcome when such a capacity is created between professionals. Crucially, the word capacity here must be understood in a sociocultural sense: as arising through social activity and the resulting expanded individual understanding of that activity. Edwards’ view is that enhanced professionalism requires attendance to non-stable professional situations, such as those which arise through contested interpretations of the object, the mobility or ever-changing nature of the object or the fluidity of relationships which may alter as activity unfolds (Edwards, 2007b). Thus, relational agency supports that form of professionalism which is responsive in complex social practices with variable elements and which requires a strong professional agency. The development of strong professional agency is evident in the case of P1.

While P1 is on her first placement her reflections indicate how she is already linking changes in her classroom practice to her own cognitive processes. When she says she “had space to notice little points to work on” (I1, 7.19) she pinpoints her recognition of problems: aspects of professional practice which she believes can be improved. This identification is the starting point of her developing responsive practice. By interview 2, P1 reflects that “I could just sort of tell how things were going and be changing stuff all the time” (I2, 19.21), describing the process of ongoing assessment of classroom activity leading to adaptation of planned lesson content. Arguably P1’s reflections indicate a reconfigured understanding of the purpose planning. The input from professional colleagues described above, mediated this transition from P1 *beginning* to be responsive, indicated by her ‘noticing’, to *being* responsive to pupils’ changing learning needs during lessons by ‘changing stuff all the time’. Finally, the third interview contains evidence that P1 is able to integrate her understanding of ongoing classroom activity by responding as necessary: “well if it doesn’t work I’ll just stop it and carry on with something else” (I3, 12.39). This suggests that P1 is able to make judgements about what is and isn’t working during lessons. From her ability to notice classroom events which need to be improved, she reaches a stage at the end of the PGCE year where she has developed responsive practice.

Aspects are evident in the development of responsiveness in P5’s professional practice which may be considered similar to those P1 shows and emphasise professional colleagues as mediators who prompt her understanding about practice which lead development of her practice. Although she began “not knowing what was going on” (I1, 9.49) in the classroom, P5 moved to a position of greater certainty as the course progressed. By the end of her second placement she reflected that “I’ve now learnt that *I’m* in charge” (I2, 27.51) and by the third placement she was able to respond to the learning needs of her Y8s: “if they didn’t get it I’d do another [example]” (I3, 5.58). P5 reflects that this class “knew I knew how to teach them” (I3, 7.24). The development of understanding of classroom practice is expressed by P5 in terms of *knowing*. In this she acknowledges the learning, achieved through the mediating activity of professional colleagues, which supported her professional development, transforming her practice to be responsive to her pupils’ learning needs.

The cases of both P1 and P5 presented in this thesis support a complex conception of professional development: one which incorporates both individual changes in understanding and changes in practice during the enactment of social activity. Individuals have to make personal sense of a social practice in order to see ways of improving their practice before they can then execute these improvements. The implication is that, without development of individual understanding of one’s practice, there can be little by way of professional development *in* that practice.

As outlined in the analysis carried out in Chapters 6 and 7, and summarised above, the development of individual understanding, in participants in this study, seems to have been

supported by joint object activity with professional colleagues. The precise nature of those interactions were illustrated in Chapter 7 but further space is given here to notions of responsibility which were identified in a relational agency view (Edwards, 2007b).

8.2.3 Distributed Responsibility for Problem-solving

Analysis highlighted in the case study of P8, in Chapter 6, then in a more robust fashion through the cases of P1 and P5 in Chapter 7, suggests that even at the outset of a career, trainee teachers can be supported to develop as responsive practitioners. Turning points in trainees' trajectories of professional development which they drew to represent significant moments in their journey towards becoming a teacher, were explained to have been influenced by interventions from professional colleagues. In particular, these trainees had selected as key moments those which involved working to resolve identified problems in their practice. Accounts of the way professional colleagues' specific attention in seeking resolutions to problems in practice, suggested trainees' expand their understanding of the problem.

The case of P3 suggested that her stalled professional development may have been to do with unsolved problems due to lack of joint-object activity with professional colleagues. A key issue raised by the example of P3's second placement regards the importance of spreading the responsibility of training teachers broadly, across a range of professional colleagues. Research applying Activity Theory to compare trainee teachers' experiences within different departments in a school whilst on practice (Douglas, 2011), has emphasised the role of problem-solving as a prompt to the development of trainee teachers and the influential role of joint object activity – the shared endeavours towards a common goal. One particular department fully involved the trainee teacher and established “a joint understanding of ITE [Initial Teacher Education]” (ibid., p205) which facilitated full access to the department's activity for the trainee, to her advantage. This joint-understanding, or joint object activity, is central in relational agency. Additionally, the department advocated a view that ideas are contestable, echoing the experimental approach identified by P1 and noted in Section 7.2.2. Section 8.6 below discusses these examples in relation to modelling responsive practice.

Edwards stresses that joint-object activity requires mutual responsibility between the professionals concerned to act jointly upon negotiated objects of activity (Edwards, 2007b, 2005). It is noted that, compared to the working relationships between qualified professionals, a power imbalance in working relationships trainees have with their professional colleagues may exist, due to trainees' qualification being partly reliant on the evaluative observations of their practice by professional colleagues (Edwards and Protheroe, 2004). Some research has positioned the use of professional standards as a tool for central government to wield power over professionals (Stanley and Stronach, 2012); other work sees the Standards leading trainees to compliancy at the expense of their own development (Day, 2002, Roberts and Graham, 2008). However, an alternative explanation of the stagnation of the professional development of P3 may be arrived at if it is framed in terms of Edwards' notion of the role of joint responsibility in the concept of relational agency (Edwards and Protheroe, 2004, Edwards and Protheroe, 2003).

Whether or not the object of activity is established explicitly, the responsibility for achieving trainees' professional development may be most likely to succeed if it is distributed amongst all of those involved. P3's reflections reveal her perception that her CS mentor was nearing

retirement and too busy to be interested in her professional development, which could be understood as an imbalance in responsibility. The case of P3, with little support elsewhere in her CS department, raises the question of how widely distributed this responsibility can, or should, be? How extensively can a professional group, such as those involved in training teachers, reasonably be expected to stretch? These may be interesting questions to take forward in research into, for example, distribution of responsibility for trainees' professional development in teaching schools compared to that which is inherent in the partnership model involving universities. Certainly, without the mediation of her University Tutor, P3 would have been unlikely to gain QTS. For trainees on School Direct programmes, the role of University Tutors is being re-defined and raises questions about the possibility of such an intervention.

The suggestion in Section 8.2.1 that professional practitioners *know* what to do in the rapidly changing circumstances in the course of their practice is considered in the following section as responsive practice is suggested as being evidence of professional development in trainees.

8.3.1 Responsive Practice as Evidence of Trainees' Professional Development

Terhart's (1999) question 'development towards what?' remains pertinent at this stage of the thesis. Having studied trainees' understanding of their own professional development, it is asked whether the destination of their trajectory of professional development is sufficiently clear? In Terhart's (1999) view teachers' professional development and improved competence are bedfellows, although he recognises that the definition of competence is debatable and may be contested (Terhart, 1998). The conception of teachers' professional competence conveyed by Teachers' Standards is examined in relation to the notion of trajectories of development.

The arguments outlined earlier (Chapter 2) concerning the evolutions in the form of 'teaching standards' since their introduction in 2003, should indicate that the nature of what is considered teaching 'competence' is one which is historically evolving. The trainees in this study were the last cohort to work towards the standards for QTS (Training and Development Agency, 2011-12) which derived from the 2007-2012 standards (Training and Development Agency for Schools, 2007). These were replaced in September 2012 (Department for Education, 2012), after which point there were no separate Standards for trainees and qualified teachers. In an effort to keep the argument up-to-date, the current Standards have been examined in relation to the question of teacher competence. It is assumed that insisting on a profession-wide publication of 'standards' is done with aims of quality assurance and that these aims might be apparent in the language and focus of the content of those standards. Considering the focus of the current Standards and the language employed, the questions are asked: what do the existing Teachers' Standards focus on and what sense of teachers' professional practice does this convey?

The stated aim of the current Standards is to direct teachers to "make the education of their pupils their first concern" (Department for Education, 2012, p10) and assumes that better teaching leads to better pupil progress. This assumption is also evident in the policy of previous governments (Department for Education and Employment, 1998) and is supported in the literature about trainee teachers' learning (Tang et al., 2006) and in textbooks written for them

(Cole, 2008). The Standards come in two parts: the first related to teaching, and the second part to personal and professional conduct. The main part of the document begins with a Preamble which emphasises individual personal qualities (“honesty and integrity” (Department for Education, 2012)); knowledge of subject (implying, without clarifying, that this refers to curriculum subjects rather than knowledge on the subject of teaching and is thus content-based rather than focused on pedagogy); the requirement of keeping up to date with this (undefined) knowledge and being “self-critical” (ibid.) with respect to what they know about it; and the ability to “forge positive professional relationships” (ibid.).

Despite being headed “Teaching”, the section following the preamble maintains focus on the academic progress of pupils without mention of the teaching which may bring this about. As such, Standard 2 - “Promote good progress and outcomes by pupils” - includes descriptors which allude to pedagogical knowledge without being specific: “plan teaching to build on” pupil attainment and progress (ibid.). Additionally, asking teachers to “demonstrate knowledge and understanding of how pupils learn” (ibid.) is a confident-sounding statement which implies that how pupils learn is consensually interpreted and widely understood. Standards 3 and 4 refer explicitly to curriculum content, with occasional reference to the means by which these standards can be achieved (e.g. with regard to early mathematics, “demonstrate a clear understanding of appropriate teaching strategies” (ibid., p11). The broad-brush implication that there are alternative approaches to teaching mathematics is overshadowed by the news that only *some* are appropriate from the point of view of the Department for Education (DfE). Standard 5 is particularly relevant to this study: “Adapt teaching to respond to the strengths and needs of all pupils” (ibid.). The explicit acknowledgment that teaching is an adaptive practice is somewhat at odds with the value-laden use of “appropriate” just mentioned. This section is peppered with additional terms implying a fixed view of *how* teaching strategies should be deployed: “appropriately...effectively...how best to overcome” (ibid.). The focus on pupils’ progress results in a diminished role for teachers and the question becomes: appropriate and effective in *whose* view?

Whilst the focus on children’s progress is arguably consonant with teaching activity, it is, nevertheless *different from* teaching activity. The standards become an outcome-focused instrument with little to say about the process of arriving at that outcome. One bullet point of the thirty-five in the Teaching part of the Standards recognises that pedagogical knowledge may have a part to play in teaching. It appears in Section 5 and indicates the need to have “an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development.” (ibid.). It could be argued that were these in fact Standards which were pertinent to teaching, this bullet point would be the point from which all others flowed, rather than one brick in the wall of outcome-related descriptors. The use of the Standards as an attempt to formally prescribe teachers’ activity is acknowledged by the explicit assertion of using the second part of the standards to come to decisions regarding accusations of teachers’ misconduct (ibid., p3) and to “assess the performance of all teachers” (ibid.) as part of their appraisal cycle.

Elsewhere, the argument has been made that the 2010 White Paper, which gave rise to these re-written Standards, speaks of change whilst continuing with prescriptive ideologies of education (Lumby and Muijs, 2014). In much the same vein, it has been argued that the new standards may be a ‘masquerade’ (Stanley and Stronach, 2012), purporting to promote teachers’ professional development whilst actually imposing an ‘outside-in’ idea of what teachers should be doing. The ‘importance of teaching’ becomes synonymous with state attempts to gain influence over the

range of behaviour tolerated in schools; the effectiveness of policy to do so has been queried due to the 'translation' of Teachers' Standards into teaching activity (Terhart, 2013, Evans, 2011) and, more broadly, to other educational initiatives such as Behaviour for Learning (Maguire et al., 2010) and Personalised Learning (Maguire et al., 2013). Additionally, the implications of ending separate standards for trainees may lead to the regard of teaching as a technical activity. Indeed, reflecting that she had "ticked off" all her 'Pass' standards before her third placement (P5, I3, 4.48), P5 doesn't see the point in striving for 'good' or 'outstanding' once she had secured a job and, according to her assessment against the Standards, was "good enough" (Beauchamp et al., 2015, p157). Much in the way that the Pupil Teachers of the Victorian age were regarded as reaching a point where they could 'do' the job, a static set of descriptors intended to cover all practitioners from training till they leave the profession fails to convey an expansive view of teaching as job in which practitioners can continue to develop over the entire length of their career (Day, 1999).

The findings of this study indicate that, for some trainees, joint object activity with professional colleagues targeting the resolutions of problems in practice was key to their professional development; their professional development was considered in terms of their improved understanding of their professional practice. Translating the findings about learning about professional practice to learning in general makes for an interesting contrast with the view of pupil outcomes enshrined in the Standards. The sociocultural approach offered within this thesis, which considers learning to teach as a social and relational practice, relates to the practice of learning more generally (Daniels, 2001, p1) and opens up broad questions about the historically evolving purpose implicit in the defined outcomes of learning at any one time. If the influence of motive is considered as a driver of outcome (Leontiev, 1978b, Leontiev, 1978a), the establishment of motives for learning outcomes becomes rather important. Rather than speculate on the motives driving particular governments towards favoured learning outcomes, the focus of this study contributes to the debate that 'competence' can perhaps be considered to necessitate responsive practice. The tool of trajectories in supporting professional development as a responsive practitioner is considered next.

8.3.2 Trajectories of Professional Development as Mediational and Evaluative Tools

Chapters 3 and 4 discussed Vygotsky's (1978) identification of the disruption of past understandings as crucial turning points in cognitive development. One of the unique contributions of this study is in the application of these ideas to create a method for trainees to visually represent their professional development was set out in Chapter 5, with an explanation of how the turning points in the line drawings could indicate rich points for analysis in understanding the influences on trainees' professional development. This analytical process was documented in Chapter 7.

The tool of trajectory-drawing was found useful for directing analysis to those influences trainees perceived upon their trajectory of professional development. It is suggested that this method may have supported the development of trainees' analysis of their practice which develops an understanding of practice, as shown when P5 can claim she *knows* how to teach her pupils (P5, I3, 7.24). Reaching understandings about practice underpin rationales for professional action and may be a contributory element of developing responsive practice.

Turning points in the trajectory are proposed as tools for directing joint object activity between trainees and colleagues. Their explicit focus on trainees' professional development is suggested as a way of negotiating understanding between practitioners and the turning points direct attention towards problem. Trajectory drawing could direct conversations between trainees and professional colleagues towards the identification of problems perceived by the trainee in their practice in much the same it was possible during the interviews for this research. In doing so, trainees may be supported to articulate some yet tacit understandings of their practice, such as the way P1's mentor on her first placement prompted her to notice that she was working harder than the pupils (P1, I1, 29.25). Drawing trajectories might allow professional colleagues a means of directing intervention in a highly-specific and personalised way to individual trainees' situations, in a way as effective as P5 experienced on her second placement when she followed the advice to send one pupil out to show the class she was serious (P5, I2, 10.22). In addition, a trajectory drawing can be a mediating tool through which joint activity on problems in practice become the focus and responsibility of those involved in trainees' professional development in an attempt to avoid trainees being left with the question *how* do you develop as a teacher (P3, I2, 46.23)? There could be a useful shift in focus from those specific circumstances which absorb individual trainees and vary widely, to one of method, and, following Vygotsky (1978) in recognising that problem-solving activity at turning points in trajectories indicates readiness for professional development. As such, the usefulness of trajectory drawings for trainee teachers is proposed as a method for teacher educators to use with trainees. As the analysis in Chapter 7 and the sociocultural approaches outlined in Chapter 3 suggest, mediated action, when specifically directed towards a joint-object, can be an influence on the development of understanding about practice which in turn leads professional development.

It is suggested that the method of trajectory drawing be considered of practical use to those wishing to take a personalised approach to training teachers and this is one of the original contributions made by this thesis to the knowledge of the process of professional development of trainee teachers. Space is next given to consider those roads not taken, beginning with the growing research area of the development of professional identity, which was earlier raised in Chapter 3, Section 3.4.2, and in Chapter 7, Section 7.3.2.

8.4 A Consideration of Identity and Trainee Professional Development

A large, longitudinal study (Hobson et al., 2006, Hobson and Malderez, 2005) directed at examining the differences between various routes into teaching found, after an extensive literature review (Ashby et al., 2008) that teacher identity was a rapidly growing field of educational research. The authors recommended that more needed to be understood about the impact which development of teacher identity had on trainees entering the profession. Five years subsequent to the review by Ashby et al, another (Izadinia, 2013) distinguished four main categories of research from 29 empirical studies into student teachers' professional identity: the impact of learning communities, the reflections of trainees, their prior experiences and contextual factors. The paper identifies these impacting, variously, on trainees' "confidence, sense of agency, self-awareness, critical consciousness, cognitive knowledge, their teacher voice and relationships with their colleagues, parents and pupils" (ibid., p709). The review prompts the author to write that "student teachers should benefit from embarking early on the construction and reconstruction of their teacher identity so they develop a deeper understanding of their future career, the roles they are going to shoulder and the objectives they want to fulfil." (ibid.,

p708). This assertion has in common some characteristics of this growing body of research and is a starting point for the question: what does researching trainee teachers' identity construction contribute to knowledge about their development?

It is not uncommon to find studies positioning the creation of identity as part of "a process of reconciling the personal and professional sides of becoming a teacher" (Pillen et al., 2013, p660). Studies which see identity formation in trainee teachers as part of learning a new way of 'being' (McNally et al., 2008, McNally and Gray, 2006), or 'becoming' (Dall'Alba, 2009), tend to describe the existing self evolving to include the new activity, although, as noted earlier, generating descriptive accounts of social phenomena is not the aim of this study. They may stand in contrast to simplified descriptors of learning to teach, as Dall'Alba (2009) urges, or view conflicting discourses as driver of identity development (McNally et al., 2008). At times, identity development is presented in terms of transition or struggle (Flores and Day, 2006, Haggarty and Postlethwaite, 2012) between stages or with changes in circumstance. The temporal and processual elements are acknowledged in accounts which understand identity as being in constant flux (Day et al., 2006), giving rise to a tumultuous depiction of identity formation as "multi-faceted and constantly shifting, because teachers are influenced by the contexts that surround them" (Beauchamp and Thomas, 2010, p632), as well as acknowledging past experiences as learners, and practice contexts, including school, colleges and pupils (ibid.). Trainees' identities are also claimed to be influenced by interaction when identity development is considered a "relational phenomenon" (Schepens et al., 2009, p363). However, such a fluctuating entity is difficult to reconcile with work which claims that identity is a determinant of "how teachers teach...develop professionalism and...approach educational changes" (ibid., p363). In fact, the field struggles to steer clear of contradictions. The same paper which claimed identity development is a relational phenomenon did so just after claiming that, to develop an identity, a trainee must "draw on her self" (Beauchamp and Thomas, 2010). Although some work may reveal influences from Mead (Beijaard et al., 2000, Mead, 1932) in conceiving of a self as separate from "I", accounts of the theoretical foundations of identity formation can sometimes be sparse (Hong, 2010, Dang, 2012, Moussay et al., 2011). Here is where a sociocultural approach may, again, have something more robust to contribute.

The notion that identity is formed relationally, in one's cultural context, sits comfortably in a social, historical and cultural account of existence. Linking identity to agency in improvised acts (Holland et al., 1998), or to a focus on constructing the self as a "leading activity" (Stetsenko and Arievitch, 2004) takes steps toward forming a more coherent account of identity. However, the question remains: what does this notion contribute to knowledge about teachers' professional development? The account in Chapter 3 (Section 3.4.2) offered by Roth et al. (2004), of identity as *one* outcome of activity has the advantage over those studies which lay a great deal of influence at the door of identity whilst the explanatory power of identity construction remains uncertain.

It is suggested here that a sociocultural approach accounts for many of those aspects attributed to identity development: acknowledgement of the influence of contexts, of the unique individual standpoint, of relations between people and of the importance of problems, or tensions, in development. In Chapter 7, in relation to P5, the idea that identity creation is related to a new realisation about the purpose of her work, in connection with the work of Roth et al, relates identity creation to motives and object activity and may prove a sound theoretical base for future work to develop from. As established earlier, however a sociocultural approach was favoured over the inclusion of professional identity research in this study, aiming towards offering explanatory, rather than descriptive, answers to the research questions. The extent to which

sociocultural theories are accepted, however, is not without question, as demonstrated when the case of P3 was used to problematize relational agency. The following section returns to her case, introducing another concept of agency from sociocultural research through which further explanation of her experience can be offered.

8.5.1 Trainee Teacher Agency: an Alternative to the Relational Approach

As already established, it is asserted by Edwards (Edwards, 2007b, 2005) that responsive practice suits the professional work of teachers and requires the development of a strong form of agency. This study has shown some evidence that for the trainees in this study this may have been supported in the course of their training. The identification of the nature of interactions with professional colleagues, however, seems to be theorised in a wholly positive light by Edwards. Although relational agency as a concept may be a useful lens for understanding positive relationships where involved parties feel mutual responsibility for acting on the object of trainees' professional development, it may have less to offer when this is not the case. Responsive practice has been critically compared with improvisation and agency (Holland et al., 1998) and with intuitive practice (Atkinson and Claxton, 2000), but it is suggested that another sociocultural theory may provide an explanatory foundation for agency which is preferable to the alternatives.

8.5.2 Mediational Agency

Mediational agency contends that a view of the individual integrated within a society is incomplete without the concept of mediation (Wertsch et al., 1993). These authors claim that participation in any activity is socially situated and by implication involves specific language, tool and symbol use; these are interpreted during use by an individual in a process of semiotic mediation in ways *specific to that situation* and the act of interpretation results in an alteration to the individual's cognitive structures. In concepts of agency where voluntary and involuntary action are "the property of the individual" (ibid. p336) as the authors claim is the basis of underlying assumptions in Western thinking about the topic, choosing how to participate and how to interpret the signs requires individual agency. This may seem to echo Evans' contention that it is for practitioners to judge whether or not a change of practice will enhance their practice and so prompt adoption of it (Evans, 2011).

In a sociocultural approach to agency, however, the way an individual participates in or constructs interpretations of social activities is guided by the models of participation and interpretation of those others engaged in the activity and, as such, any agency is "inter-mental", or "beyond the skin" (Wertsch et al., 1993, p339). Taking into account the on-going historical nature of human activity, becoming involved in social activities means that the interpretations an individual applies to them are mediated by the preceding meanings constructed by previous groups engaged in the same activity. Changing the tools or the language will result in a change of interpretation and thus a change in the way an individual understands their participation. Any participation, therefore, is mediated by the activity itself and the interpretations of the signs and understanding of the tools which accompany the activity. The example is given that "scientific thinking is of little use when writing a poem or a sermon" (ibid. p351). As the authors neatly summarise it:

“...the mediational means that shape human mental functioning reflect and are fundamentally involved in creating and maintaining cultural, historical, and institutional contexts.” (ibid. p344).

In attributing the mental functioning of an individual as arising from within the individual's social activities, a view of development as direct and linear is inappropriate. The shaping of mental functioning is rather neatly evoked in the image of development “as a branching tree rather than a ladder.” (ibid. p351). As such, the idea that human conceptions become increasingly refined is conveyed, although the point is also made that “development is occurring in several different (though interdependent) directions simultaneously” (ibid. p351). This seems to suggest that continued activity in a social action requires constant interpretative work, by the individual, of the group activity; the role of semiotic mediation is therefore key to an individual's understanding of the activity and the extent and nature of their involvement in it. As such, the way the activity is communicated to the individual will influence their understanding of the nature of any activity and affect how they become involved in it. This may be significant for the experience of P3 in her CS.

Mediational agency implies an expansive understanding of agency which:

“(1)...may be attributable to groups rather than individuals; and (2) ... is an attribute of the individual(s)-operating-with-mediational-means.” (ibid. p343)

In addition to establishing the breadth of scope in their concept, the authors make a finer distinction with regard to the consequences of the nature of tools which individuals have at their disposal:

“...in an important sense, individuals can be no more intelligent than the psychological tools they employ” (ibid. p352).

There is a political aspect to this view in the subtext which implies that access to the best, most technologically apt tools available may produce differences in the agency of individuals than those using less complex tools. Use of the word ‘employ’ also emphasises the way an individual comes to understand the tools at their disposal. This understanding comes from tool-use during interaction with those already involved in the activity, making interaction with others a key mediating factor of individual psychological development. This makes P3's isolation from the tool-use of existing practitioners significant in relation to her professional development stagnating. If an individual's development is affected by the social activity in situations in which they participate, then a question is raised about the extent to which restricted access to psychological tools, or participation in activities which employ them, may impoverish development; a question which has bearing on the consequences of relative privilege. The distribution of and access to the

psychological tools produced by a culture has implications regarding the power of those who hold access to them: existing practitioners.

The authors summarise their proposal of how to integrate agency within socio-cultural theory when they suggest that:

“it is not individuals, but individuals-operating-with-mediational-means, who define the basic unit of agency.” (ibid., p352)

The theory of mediational agency points towards agency being conceptualised as arising in social activities and as a result of the interpretations of those engaged in the activities. This theory can be significant for trainees entering a new school context. The form of mediational agency observed by trainees to be in operation amongst professional colleagues may influence the nature of interactions which occur between trainees and professional colleagues. In this respect, the idea of mediated agency could be applied directly to teacher/learner interactions, for both child and adult learners.

The work of Wertsch and his co-authors (Wertsch et al., 1993) is criticised for failing to provide an account of how “specific mediational means are organised and structured into larger complexes” (Sawyer, 2002, p292) and of falling into the trap of employing the terminology of dualism. It could be noted in response that Vygotsky’s theory is social, historical and cultural in scope, which is a clear bid to theorise large ‘complexes’, or groups; as such, any work deriving from his, however small in scope, is utilising a concept of culturally- and socially-instigated meaning-making and activity. Issues of terminology were considered above in relation to limitation of language. Sawyer offers another criticism regarding the relation of method and theory. His argument is that adopting a stance of the inseparability of the individual from the social makes study impossible: a structuralist point of view diminishes the account of the individual and an individualistic point of view diminishes the influence of the structure. It might be pointed out that, in calling for an account of organisation and structure into larger complexes, Sawyer is leaning towards a structuralist view himself. However, if the inter-relational is considered as dialectical, this difficulty may be overcome. Each individual possesses a view of the social structure, interpreted from their unique standpoint, employing the psychological tools they have learnt to use through participating in their society.

Mediational agency suggests that, for P3, the nuances of meanings in the activities and tools in her CS placement could not develop because her group activity was limited during this placement. Consequently, P3 had difficulty in integrating her practice in ways that were understood by her CS colleagues, impeding her ability to interpret the activity and so forth, in a cycle diminishing her ability to interpret the group’s activity, possibly accounting for some of her feelings of confusion and isolation whilst there. Mediational agency, claimed by Wertsch to arise through individuals’ interpretation of their participation in groups, the use of tools in those groups and the meanings of signs in those groups, offers scope for an explanatory account of the case of P3 beyond the degree to which relational agency extends. Despite Sawyer’s criticisms, mediational agency, focused on access to tools in activity as key to the development of interpretation and participation, points towards the issue of access as key to the development of understanding about practice.

Although this is a small study, P3's graph of her CS placement is an interesting insight into the matter of development of individual agency of interpretation of social activity. Why do some people understand what to do in new situations and some do not? For trainees going into new schools as learners of a new profession, this is an important issue. In emphasising the interpretation of practice through tool use in specific contexts, mediational agency highlights the inherently social elements of that individual learning about practice which leads professional development. Furthermore, a mediational agency approach suggests that existing practitioners in schools can support or hinder that process of learning to interpret an activity at a local level by controlling trainees' access to tools and signs used in practice.

It is argued that the insights provided by relational agency and mediational agency require trainees' professional development to be reframed as a social *and* relational practice. The sociocultural approach positions collaboration with professional colleagues as mediating activity. Evidence in this study has shown that interactions can foster responsive practice in trainees at this early stage of their careers and this process is now considered in relation to the zone of proximal development, Vygotsky's (1978) original intention is maintained: activity between teacher and learner is a tool for the former to assess the readiness of the latter to develop from intentional instruction.

8.6 Fostering Responsive Practice: a Zone of *Professional* Development?

The foundation of Vygotsky's (1978) theorising is that the social plane is the source of human development. The work of individual minds, interpreting the tools, signs and activities of the social world they inhabit, is a process of meaning-making which can be used to reconfigure their understanding of the social and act in it in new ways. This thesis has suggested that, far from being a simple activity, teaching, and therefore learning to teach, is a complex activity which involves social and relational elements at work on the individual mind. This chapter draws to a close with a discussion of whether responsive practice might be fostered in those learning to teach, and the role modelling might play in the attempt.

Chapter 1 briefly introduced Vygotsky's (1978) zone of proximal development (ZPD). This is understood as being a tool for assessing the readiness of a learner to respond to instruction which might lead development. This 'learner readiness' related to a conception of learning taking place with learners whose mental structures were in the process of maturation and intervention might prompt cognitive development. Vygotsky's (1978) original conception of the ZPD has been applied across a variety of research areas and evolved, sometimes significantly (Chaiklin, 2003), away from notions of assessment of learner readiness. Further consideration of the potential and the shortcomings of the application of Vygotsky's concept, is presented here in a consideration of two papers. The papers argue that adults can be learners in a developmental, Vygotskian sense, albeit with the proviso that adults' "neural networks lose some of their plasticity" (Warford, 2011, p253); the implication is that, although adults' brains learn and develop, they perhaps do so at a more sedate pace than those of children.

The first paper applies the ZPD along with 'dynamic assessment' to gain insight into second-language learners' development of the second language (Poeliner, 2011). This account retains some fidelity to Vygotsky in its focus on assessment of development in learners using the concept of dynamic assessment, and is of interest in shedding some light on the practical activity of the

work of the assessor, about which Vygotsky offered no systematic account (Chaiklin, 2003, p55). In its application of the ZPD as informing the activity of dynamic assessment, Poeliner's paper points towards the importance of "mediator-learner dialogue" in the process. However, this paper also strays towards conceptualising the ZPD as a space, in common with some of the general misconceptions outlined by Chaiklin (2003) and considered in relation to criticisms of the sociocultural approach Chapter 3.

The second paper introduces the concept of the Zone of *Teacher* Proximal Development: the ZTPD (Warford, 2011). This refers to the application of the ZPD to the training of teachers in the U.S.A. and, like Poeliner, makes dialogue between instructor and learner of central importance. Warford is researching the gap trainee teachers experience between the theory they encounter and their practice of teaching, and proposes that teacher educators conceptualise trainees as learners who are developing. The ZTPD is instigated when trainees begin by communicating some of their deep-seated preconceptions about teaching to the teacher educators. In doing so, Warford claims an opening for dialogue between learners and instructors is created which can be used, by skilful instructors, to bring trainees to the curriculum via their own previous experience. Although professional development of the trainee becomes conflated with their acquisition of subject knowledge, this paper invites consideration of educators' work in ZPD terminology: development as a process occurring over time; development of the individual as a result of interactions within social settings; and conceptualising learning as mediated activity. It may be open to criticism by Chaiklin (2003) for over-emphasising the skills of the instructors, however.

The problems, highlighted by Chaiklin's paper, arising from using Vygotsky's works as source for research can be difficult to side-step without precise communication of concepts. This study interprets Vygotskian 'learning' for trainees as individual cognitive expansion – learning about practice – prompted by the new meanings which arise during their activity within the social practice of teaching with professional colleagues, and, as such, it maintains the relation between learning and instruction. This relationship cannot be considered straightforward in Vygotsky's theory but is further complicated by emerging understanding that it has been muddled by translation (Cole, 2009).

In particular the word *ubchenie* is of concern to Cole. It is featured in the original Russian title of Chapter 6 of *Mind in Society* and is usually translated as 'Interaction between Learning and Development' (Vygotsky, 1978). Cole points out that *ubchenie* cannot be translated directly into English. In Russian, according to Cole, the word refers to a "double-sided process" (Cole, 2009, p292) in which deliberate instruction is intended to prompt development of psychological processes and knowledge. The widespread misinterpretation is due to a great extent to the 1978 translation which Cole, a Russian-speaker, jointly edited, and which he acknowledges responsibility for in this editorial. Cole states that the 1978 translation has led to a "failure" (ibid., p294) to recognise that development is the subject of intentional instruction. Although Cole notes that 'teaching/learning' sometimes appears in the literature as an alternative translation (for example, Stetsenko, 2009), he offers no indicators as to how to progress from this point onwards. It should be noted that with Cole's elucidation of the original word meaning there is an implicit element of joint object activity in *ubchenie*, where learner and instructor both focus on the learner's development. This is pertinent to the findings relating to the trainees in this study and their identification of interactions with professional colleagues where joint object activity had a positive impact on their trajectories of professional development. In addition, the implications for modelling are fundamental.

Sociocultural approaches which centralise the process of development in interaction during social activity have been considered useful supports to evidence in the study which suggests that the participating trainees' professional development was fostered under such circumstances. Furthermore, the case of P3 indicated that a lack of joint object activity directed towards solving problems in practice had the effect of stalling her professional development. Where trainees benefited from working jointly with professional colleagues in activity directed towards solving problems, this study found that they developed a similarly responsive practice in their own teaching. Learning teaching approaches from teacher educators has been argued to have a strong influence on trainees (Hogg and Yates, 2013) and, although this is not an easy task, educators who can critically analyse practice have been shown to support trainees' development of critical analysis of their own practice (ibid.). In the view of modelling presented by Hogg and Yates, however, the ghost of the transmission model of teaching is still evident: educators explain practices as they understand them with the purpose of trainees then adopting the same understanding. *Ubchenie* requires modelling to be reconsidered as a jointly-negotiated process of responsive instruction specific to the problem of the trainee. An example, already mentioned, might be the way P1 noted that the Y13 A-level teacher was "quite curious" (P1, I2, 41.48) about the outcome of P1's suggested idea; he supported her to trial it with the pupils even though it was not something he would have done himself. By her final placement, P1 had adopted this experimental approach to finding out what worked with a class, illustrated by her comment: "well if it doesn't work I'll just stop it and carry on with something else" (P1, I3, 12.39). P5 had a similar experience of learning from the Y8 class' usual teacher that different approaches needed to be brought into play according to differing circumstances. It was this realisation that led her to understand that, after weeks of teaching her final placement Y8s in a repetitive fashion, she could, at the end, introduce a more active lesson for them (P5, I3, 7.24). It is suggested that the responsive practices of professional colleagues was supported by a flexible approach to learning and was part of the understanding about practice which encouraged both these trainees to see responsiveness as a key element of practice.

Responsiveness of professional colleagues to trainees' concerns can be considered in another light: that of providing a model of effective practice for the teaching of pupils. Recent research, on the subject of conceptions of effort in secondary schools, has shown that classroom activity can be conceptualised as consisting of constant micro-level negotiations between teachers and pupils (Stables et al., 2014). This research gives a picture of teachers and pupils in a process of constantly adjusting to each other in the classroom, and supports a view of teacher practitioners as requiring the ability to be adaptive and responsive to those fluctuations. In other words, the suggestion is that being responsive is part of the job of teaching. Personalised interactions by professional colleagues can be seen as having the potential to model responsiveness for trainees by demonstrating the importance of identifying and addressing problems in practice. The implications of adopting this personalised approach as a focus for training teachers is discussed in the following, and final, chapter.

8.7 Chapter Summary

This chapter has discussed the findings arising from the analysis of the data in relation to the research questions. It found that professional development can be understood as a complex process of learning to be responsive to problems in practice. Finding that the process of

professional development in trainee teachers was influenced by highly specific joint object activity on problems arising in trainees' practice, the nature and the outcome of those interactions was examined. Following Edwards (2007b), the discussion centred on responsive practice as a possible outcome of highly specific intervention by professional colleagues taking joint responsibility, with trainees, for trainees' professional development. It was also suggested that trajectories of professional development might be useful tools in diagnostic and evaluative parts of this process for teacher educators, as well as being a mediating tool which can support analysis of practice and which help trainees articulate the problems in their practice. The chapter also offered a consideration of the topic of professional identity development and concluded that its explanatory power in answering the research questions in this study was limited. Finally, alternative approaches to agency were discussed in light of the case of P3 whose lack of development in her middle placement was problematic to explain using relational agency.

Mediational agency was considered useful for its focus on access to the tools and activities in which meanings about practice can be developed. It was suggested that this was of significance to the situation of trainee teachers in this study. For them, professional development was influenced by their involvement with practitioners in jointly seeking resolutions to problems in their practice. This activity prompted expansions in their understanding about practice. Without access to the meanings made between practitioners, or the tools of that community of practitioners, P3 had great difficulty in making sense of teaching as it was practiced in her CS. It was suggested that fostering responsive practice could be considered in terms of the zone of proximal development as a teaching/learning activity focused on trainees' readiness for professional development, and that 'modelling' highly specific interventions seeking to resolve learners' problems be considered as a means for fostering responsive practice in trainee teachers.

The next chapter considers some of the implications of these findings in relation to trainee teachers, HEIs and schools accepting trainees, and relates this to the trend towards increasing school-based training in England.

Chapter 9 Concluding Reflections

This chapter offers a summary of the thesis content and an assessment of its success in achieving its aim to understand more about what trainee teachers actually learn ‘on the job’. This was framed as a question about secondary PGCE trainees’ professional development and the research questions were directed towards gaining an understanding of the process and the influences upon this development during teaching practice placements of participants during their year-long course. In addition, this chapter considers the implications of the findings of this small research study in relation to the changing landscape of initial teacher education, and in connection with school-based teacher education, the role of HEIs in teacher education and the further research into teacher education which this study indicates. After identifying some of the limitations of the study, its contributions are numbered and the findings of the thesis connected to the larger picture of change which is presently underway in institutions of education, at every level, across England.

9.1 Re-visiting the Competences/Complexity Argument

In Chapter 1, the argument about the nature of teaching was introduced. Arising in a historically evolving process of ‘professionalization’ (Hargreaves, 2000), the contested notion of teacher professionalism (Hoyle, 1983) derives from variations in the ways teaching as an activity is understood. Attempts to define teaching as having one over-riding feature – such as those who consider it to be a vocation (Martinez Larrosa, 2010), a calling (Jackson, 1999), or a caring act (Noddings, 2003) – limit the conception of teaching as much as accounts of it as competence-based (Cole, 2008) or a technical skill-set (Stemler et al., 2006). An account of changes in policy direction (Department for Education, 2010) which promote the training of teachers entirely in schools (Department for Education, 2015) via School Direct (Gove, 2012b, National College for Teaching and Leadership, 2014a) was presented to suggest that this move conveys a reductive concept of teaching. Emphasis on learning to teach as ‘training’ was noted as conveying a simplified idea of teaching (Beauchamp et al., 2015). At this early stage of disconnecting teacher training from universities, some uncertainty exists regarding the implications, for schools, universities and for those training (Universities UK, 2014). It was suggested that empirical study could shed light on learning “on the job” (Department for Education, 2010, p23) which may contribute to an accurate conception of teaching in practice to inform this debate and address some of the uncertainties.

Chapter 2, in examining views of professionalism in the literature, suggested the evocation of a non-reductive conception of the activity of teaching and argued that learning to teach must, therefore also be a complex activity. Existing models of becoming a teacher were considered and found to be often viewed as processes over time (Huberman, 1989, Fuller, 1969) and couched in terms of development (Hargreaves and Fullan, 1992). The extent to which these succeeded in conceptualising teaching as a complex multi-faceted activity was queried and a lack of focus on the earliest stage of becoming a teacher was identified in the literature. The contention that learning to teach deserves specific attention, particularly at this current time of change, was considered to provide a rationale for the study.

Evans (2011) complex componential model of professional development was used to code the data. The results supported the argument that the Teachers' Standards skewed the view of teaching towards the behavioural, downplaying the more tacit, non-observable aspects of mind and affect. Analysis of data using this model (Chapter 6) found that more than merely behavioural elements were identifiable in the reflections of trainee teachers participating in this study. As the course went on their reflections tended more and more to the Intellectual, which related closely to the development of attitudes about practice and which seemed to affect practice. However, to understand the process of training as person-centred proved problematic in light of the analysis, presented using the case of P8 where her reflections indicated that, at key moments, the intervention of professional colleagues was significant in helping her.

The strength of socioculturalism to theorise the relation of the individual to others involved in social activities was considered helpful in addressing this lacuna in Evans' work. Specifically, Vygotsky's (1978) theory of development of mind as arising within social activity was considered useful in explaining the process of learning about practice and which was illustrated by presenting the reflections of P1 and P5. Furthermore, the concept of relational agency (Edwards, 2007b, 2005) offered a detailed explanation of the development of the individual during professional practice. Engagement in joint-object activity was applied to the experience of trainees as most relevant to their development when the activity was solving problems in their practice. These problems, or obstacles in practice, once jointly solved, had the additional outcome of developing trainees' responsiveness to problems arising in their own practice. The case of P3 who was isolated during her practice was of interest, her development stagnating during this time. This was theorised using mediational agency (Wertsch et al., 1993) which offered an explanation of this stagnation as due to her being denied access to the tools and practices of the practitioners in her CS, which would have supported her making sense of teaching as it was practiced there. The process of learning to teach was conceptualised as a social and relational practice in which trainees' learning about practice leads their development of that practice.

One of the study's aims was to contribute to the current knowledge base regarding trainee teachers' professional development. The data analysed in this study is directly relevant to the debate outlined above in that it clearly indicates that reductive views are inadequate descriptions of the process of learning to teach. It is significant that the trainees did learn a great deal whilst on practice *when the motives of professional colleagues was to support their development*. The problem of conflicting motives in training teachers has been identified in existing research. For example, those teachers whose job it was to mentor trainees in the early days of increased school-based provision (Evans, 1997) prioritised their own pupils over trainee teachers; and conflicts inherent in the role of supporting and being required to assess trainees were also found to lead to problematic conflicts of motive (Edwards and Protheroe, 2004). The learning which trainees accomplished during this one-year course required complex analysis of their own practice to identify problems and, furthermore, the ability to articulate to existing practitioners their understanding of the nature of the problems in the hope that they might have ideas how to resolve them. Some suggest that universities might be best-placed to inculcate these types of skills in teachers (BERA Inquiry, 2014). This intellectual activity, which was of central importance to the professional development of the trainees in this study, might be understood as theorising the practice of teaching, otherwise termed *pedagogical work* (Alexander, 2008). As outlined in Chapter 8, the current Teachers' Standards, which focus intensively on the outcome of teachers' work – the progress of children – offers very little by way of pedagogical importance. In the highly pressurised arena of modern-day schools, will those teachers who trainees find themselves placed with have the necessary time, or the motive, for supporting trainees' pedagogical

development? Looking ahead ten years, what are the implications when those teachers whose training was disconnected from HEIs and occurred solely in schools, then are required to support the professional development of those new entrants to teaching?

How will the School Direct initiative address these issues? At such an early stage of the programme this is unknown. It must be a research priority to examine the professional development of those learning to teach through School Direct to try and gain an insight into its effects. The work of this study contributes a detailed, empirical account of the process of learning to teach as inherently social, with the individual supported in developing intellectual skills in order to become able to respond to the quickly-changing situations of the classroom as they arise. As such, it is suggested that reductive accounts of learning to teach be challenged. Reframing learning to teach as a social and relational practice can do so.

9.2.1 Reframing Learning to Teach as a Social and Relational Practice

This thesis has presented a case for considering the process of learning to teach as a complex social practice. The development of trainees in this practice has been termed their professional development. The trainees in this study identified key moments in their trajectories of professional development to have been prompted when, jointly with professional colleagues, they sought solutions to problems in their practice. The nature of the interactions was discussed in the previous chapter from a sociocultural perspective and an argument was presented for considering the process of professional development as a series of negotiations in pursuit of solving problems between trainees and those with joint responsibility for their development. Positioning trainees as learners engaged in the activity of learning to teach, emphasising the role of established practitioners in responding to problems could be a potential model for trainees to take to the pupils in their own classrooms.

Analysis using Evans' (2011) componential model of professional development pointed towards the importance of the intellectual element of the process, although the model was argued to lack a sufficiently robust theoretical foundation. Sociocultural approaches were introduced to supplement this deficiency and Vygotsky's (1978) theory of development of mind corroborated findings from analysis using Evans' model about the importance of learning in practice. The assertion that learning, about practice, leads development, in that practice, was substantiated in the analysis of two cases, using relational agency (Edwards, 2007b) to understand the influences of professional colleagues on trainees' development of understanding as a prompt to developing solutions to problems in their practice. Notions of relational agency (*ibid.*) were problematized using the case of P3, who perceived her development as having stalled in her middle placement. Mediational agency (Wertsch et al., 1993) was introduced in the discussion chapter, suggesting that the interpretation of tool and symbols which are imbued with meaning through their use in social practices, are of critical importance for trainees' developing understanding of that practice. Combined, relational and mediational agency point towards reframing learning to teach as a social and relational practice which is offered as a challenge to over-simplified models of professional development and reductive conceptions of teaching, and learning to teach, as technical activities of competence acquisition.

It is worth asking what the benefits of a complex account might be at this point of change in the sector's history. Other than adding one more interpretation of what trainee teachers do, albeit

empirically-derived, to the research literature, what does this research contribute to existing knowledge? This question prompts a consideration of the original aims of the study, outlined in Chapter 1. Although specific note of the study's contributions are made in the final section of this chapter (9.6), what follows is a reflection on the original purpose of the research.

In examining the process of professional development of trainees, the research was directed to the process of learning to teach, pursuing the aim of understanding what influenced the process according to those undergoing it. The intention was to contribute knowledge which may improve the process in a practical way. Chapter 4 indicated that one motive for this study, arising from my own experience as a teacher doing a Master's, was to find out whether there were any means by which the journey to becoming a teacher might be accelerated. The contention was that, in order to do so, the process of learning to teach had to be understood and this involved research which sought explanation rather than that which produced a description. The means of judging qualitative research which was so formative in the design of this study and outlined in Chapter 4 with reference to Oakley (2000), suggests that one way a qualitative study can be considered 'trustworthy' is if the researcher monitors her own construction and biases (ibid., p64). The remaining sections attempt to do so by close consideration of the rationale for suggesting that learning to teach be reframed as a social and relational practice and of the contributions, and limitations, of this study in attempting to achieve its aims.

9.2.2 Why Develop a Complex Account of Learning to Teach?

The literature review in Chapter 2 was necessarily selective and chosen in order to create an argument which would bolster the conclusions which my own interpretation of data had produced. The collection of data was through a qualitative design which complemented my own particular ontology and the theoretical and analytical foundations were consonant with this epistemology (Toulmin, 1969). This thesis could stand as nothing more than an attempt to convince others to see learning to teach in the same way I do and, in the current tendencies to view teaching as a set of competences, the worth of such a contribution might be questionable. In this section I offer a broadened consideration of the issues at play when conceptions of educational processes are presented. This study, based largely on Vygotsky's work, but upheld to an extent by initial data analysis using Evans' componential model, has suggested that learning to teach is a process which hinges on learning about practice through sense-making during practice. In doing so, the focus turned to learning and, as such, views of the nature of learning which have currency become highly important. Governments' views of learning in England are examined before being contrasted with those sociocultural conceptions used in this research.

The argument for accepting reductive accounts of teaching are, some think, tools for exercising control over those who influence the young (Bourke et al., 2013). Additionally, there are some who think that the driver behind school-led provision may not be entirely motivated by improving the quality of teacher education (Swain, 2014, Whitty, 2014) and some predict that cost factors, in austere times, will have a long-term impact on the stability of the teaching profession as a whole (Hulme and Menter, 2014). Ex-Education Secretary Michael Gove gave a speech dismissing criticism of School Direct from University academics, saying:

“it’s vital for the future of the profession that we defend teachers from self-interested attacks - and stand up for the principle of teachers teaching teachers”
(Gove, 2013)

The capacity of such a self-feeding system to innovate is surely open to question and stands in stark contrast to Mr. Gove’s view of children’s learning. From the same speech:

“All too often, we’ve seen an over-emphasis on group work - in practice, children chatting to each other - in the belief that is a more productive way to acquire knowledge than attending to an expert.”
(ibid.)

The contrasting, perhaps contradictory, views presented here regarding the ways children and adults can learn from each other are not substantiated. Claiming that “teaching methods which have nothing to do with passing on knowledge” (ibid.) marginalises teachers by focusing on pupils, Mr. Gove is betraying an assumption about knowledge and learning capacity which is limiting. In a system of education with the sole purpose of ‘passing on’ knowledge generated in the past, presumably by ‘experts’, he seems to advocate a particular view of learning as transmission, with teachers as didacts. It is difficult not to think of Gradgrind’s pedagogical proclivities:

“You can only form the minds of reasoning animals upon Facts: nothing else will ever be of any service to them.”
(Dickens, 1854/1988, p1)

The motives for advocating this one-way, transmission style of teaching are not clear but stand in contrast to sociocultural views which give primacy to social interaction as a source of individual learning and cognitive development. In the view of education as Gove presents it, the body of knowledge is static and the job of teachers becomes that of familiarising themselves with it then informing those who don’t already know about it. The limits to this view in terms of innovation have been questioned already, but the relevance of meekly receiving what someone already knows is of dubious worth, to an individual or to the wider society to which they contribute. To children in 2015, when a wealth of information is available via the internet and touch-screen use precedes their speech, surely the Victorian picture conjured by transmission models of classroom practice appears woefully out of date? The value of producing a complex account of learning to teach stems from the complexities of the learning process itself and accords due consideration of the complexities of the modern world in which learning arises.

Further than this, the Vygotskian view of development built on learning has a far more ambitious aim than fitting children for attending to an expert. In a careful consideration of Vygotsky’s conception of history, Packer (2008) interprets Vygotsky’s aim to understand development of higher psychological functions as a means to discover the outcome of human development which, according to Packer, was the capacity for self-mastery over one’s thoughts. This process of mastering functions such as memory and perception, all of which Vygotsky argued developed in social interaction, allows them to be directed in conscious acts of agency:

“When scientifically informed educators foster the higher psychological functions, they do so by fostering a human consciousness capable of free and deliberate choice”
(ibid., p28)

Whether Packer’s assertion can be widely supported is uncertain, but the sense of the gulf between the type of educators his account gives and those outlined above is undeniable. Whilst Gove’s “expert” might be characterised as a mediating influence, the experience of P3 in this study suggests that an approach in which passivity occupies a place where strong professional agency could be fostered would yield limited practitioners. The interaction which jointly-negotiated objects of activity, when these are educationally directed, was seen in the other cases presented to be considered by the participants of this study as influential to their professional development. The learning achieved by this means supports a highly practical and, I would argue, valuable process of developing responsive practitioners.

9.2.3 Supporting Development of Trainee Agency for Responsive Practice

As the data analysed in this study indicated, the trainees experienced some barriers to their development during the course of their training practice placements in schools, some of which, when solved, they identified as key turning points in their professional trajectories. The case of P3 highlighted the limitations of relational agency (Edwards, 2007b) to account for unsuccessful joint professional activity and the concept of mediational agency (Wertsch et al., 1993) was introduced with the suggestion that individual participation in social activity hinged on constructive interpretation during tool and sign use. Touching on the earlier criticism of Lave and Wenger’s (1991) concept of legitimate peripheral participation, mediational agency points towards the importance of access to tools and signs in social activity as a means of beginning to interpret socially constructed meanings inherent within practices. O’Connor et al. (2015) give the concept of ‘participation’ further consideration as an appellation “conferred or denied” (ibid., p171) by those already practising within the community, and that individuals’ ways of working with mediating objects are highly influential in supporting their acceptance with the people already using them. This way of considering trainees on practice means that the role of school-based practitioners is imbued with the power to support or hinder trainees’ access to the tools and symbols with which they can begin to forge their own understanding of the practice of teaching. In a system where training takes place entirely in schools, those practitioners become the gate-keepers to trainees’ professional development. It was suggested in Chapter 8 that Edwards’ notion of *mutual* responsibility (Edwards, 2007b) be extended in the case of training teachers to distribute responsibility between all those involved in trainees’ professional development. Incorporating the idea of distributed responsibility in teacher training programmes may be apt, as in the case of P3, where a trainee is isolated or has difficult relationships with professional colleagues. The responsiveness of P3’s University Tutor during her CS practice helped counter the negative experiences on practice which P3 identified as bringing her close to leaving the course during the second placement. Instead, P3 qualified as a teacher although, in the final interview, still identified the CS experience as affecting her decision not to apply for a teaching post after the course ended.

As well as overcoming barriers to support teacher development, directing practice towards responsiveness may be able to accelerate the trainees towards expertise. Edwards (2011) suggests that professionals working together who see each other as resources to draw from can successfully solve problems at work. Through a fluid professional relationship adapting to objects of activity as they develop in swiftly changing circumstances, practitioners develop “adaptive expertise” (Edwards, 2010, p23). Although this is highly interesting in connection with the process of professional development evident in the cases presented in this study, Edwards’ concept arose through researching the work of inter-agency professionals in England and is as yet untested in the arena of trainee teachers’ development.

A sociocultural approach to agency takes agency beyond the capacity of an individual and distributes it more widely, as an outcome of social activity. To better understand how trainees’ interactions with professional colleagues can relate to Edwards’ depiction of agency, characterised by a responsiveness which allows practitioners to adapt to emerging classroom situations, it might be helpful to refer to Engestrom’s (2007) interpretation of Vygotsky’s concept of intentional action, whilst bearing in mind the work of Wertsch et al (1993) on mediational agency. Briefly put, Engestrom suggests that Vygotsky understood voluntary action as having two phases: the design phase and the execution phase. In the first phase, with a mediating artefact, the intended action is planned; in the second, it is put into action. This idea can be applied to provide a useful elucidation of what is happening when trainees seek advice on resolving their problems. When they cannot proceed alone with resolving the problems they have identified in practice, they involve their professional colleagues. The result of successful interactions between trainees and professional colleagues are solutions which bring an expanded understanding of how to proceed in the situation and which the trainee can then execute.

Establishing the joint motive of solving the trainee’s problem results in activity which supports trainees’ development of responsive practice. Assuming that professional colleagues can, once having been alerted to a problem, interpret it and suggest new ways of proceeding, trainees’ professional development towards responsive practice can be supported. The emphasis of mediational agency is on the interpretative activity of those involved in coming to understand activity through tool use; Engestrom develops the idea of agency as interpretation, suggesting that agency is also required in the ‘design’ of activity. Applied to the process of professional development then, this brings about a consideration of agency as a distributed activity amongst *all* those with responsibility for trainees’ development: for jointly interpreting problems in practice, communicating and negotiating in pursuit of solutions to those problems and designing and executing a solution which facilitates trainees’ progress. Specific consideration to problem-solving is now given further attention.

9.3 Problem Resolution as Prompting Trainees’ Professional Development

The School Direct initiative currently requires trainees to complete placements in two schools, following existing HEI-school partnership models, and the findings of this study would suggest that this is a vital part of a programme for training teachers. Such a structure has an in-built mechanism to prompt comparative analysis which can be interpreted as highly influential to the creation of the ‘problems’. When trainees experienced barriers to their practice which they perceived as problems, and were unable to tackle them independently, interactions with professional colleagues which addressed the problems and jointly sought a resolution to them were found to be an influence prompting trainees’ professional development.

For instance, P8 employed comparative analysis of behaviour management approaches in her two schools which, although very different, prompted her to come to a new understanding of responsive practice: practices employed in teaching one class may not be effective with every class but, adapted appropriately, can be applied elsewhere. This understanding was built on analysis of her practice which led P8 to consider not just a style of teaching which she felt comfortable with but to take into account the effectiveness of her approach on the learning of the pupils in her class. It seems that this is an example where comparison of conflicting models prompted careful analysis and the development of a rationale to underpin choices made in practice.

Of particular relevance to an examination of professional development are those problems which could not be resolved by trainees independently. These were particularly evident in the analysis using trajectories of professional development because they are often identified at turning points in their line graphs. The data presented in Chapter 7 shows repeated examples when, being unable to resolve problems satisfactorily by their own efforts, trainees are prompted to seek assistance in solving it. Subsequent interactions between trainees and professional colleagues which have, as a purpose, resolution of the trainee's problem, have been suggested to support development of responsive professional practice, but now some consideration of theories of problems in practice are presented and Vygotsky's notion of concept development is re-introduced.

Dewey's model of reflective thought and action (Dewey, 1933, Miettinen, 2009) presents problem-solving as the engine of human activity, prompting several stages of reflection in response to disturbances or uncertainty in habitual activity. These disturbances prompt intellectualisation of the problem which include defining it, studying the conditions of the situation to form a working hypothesis, reasoning, testing the hypothesis in action and generating an idea or concept or a solution of the problem which results in control of the problem. According to Dewey the environment is drawn upon by individuals seeking solutions, clearly indicating the influence of the social. Rather than seeing the social as an influence, sociocultural approaches view the 'environment' as the *source* of intellectual development through involvement in social activity. There are limitations to the applicability of this model, where the problems arise as events disturbing a routine, to the life of the trainee teacher which is difficult to describe as routine. Perhaps the literature which emphasises the resolution of conflicting ideas might be better suited. Accounts which position trainees as embarking upon practice with pre-existing ideas relating to teaching, including views on what counts as effective practice, and what kind of teacher they want to be, or don't want to be, are now considered.

According to Lortie's (1975) widely-known explanation of teacher behaviour, the formation of pre-existing views begins during our 'apprenticeship of observation', when we sit in classrooms. Lortie's contention is that, as pupils we see a range of styles and approaches from teachers, some of which we ally ourselves to, others which we reject, and many to which we are indifferent. Lortie claims this period seems to be extremely influential to pupils who, as adults, become teachers, and form views about the type of activity teachers do. These many ways of teaching can, for those who become teachers, provide a source of contrasting, or conflicting, approaches to the practice which they begin to resolve in their own teaching practice.

If Vygotsky's sociocultural approach is applied to pupils who grow up to be teachers, the implication is that all the previous social experiences of an individual, up until the point of entering a classroom for the first time as a teacher, are present in the form of the meanings which may be brought to the circumstances. As such, the nature of the expectations of the

activity of teaching will be unique to each individual and those prior expectations will be relevant in early attempts to interpret the practice of teaching. If the ideas originating prior to practice conflict with the reality of the classroom, ideas may exist in tension with each other. The sources of problems are now clear and can be summed up as: I want to teach like this...but I don't know how. Part of learning to teach can be understood as trainees adjusting their understanding of teaching, a process which involves modification of prior concepts, challenged in the activity of training to teach. The tricky work of trainees' problem resolution is already the subject of some research using activity theory (Jahreie, 2010), which stresses the importance of institutional practices and rules being explicitly communicated to trainees in order to challenge their pre-existing expectations. In this paper, Jahreie presents a difficult view, in light of the section above which examines views of learning, in that there is a sense that the pre-existing expectations are assumed to be of little use and that puts the trainee in the position of having to align themselves with the views given currency in their training contexts. This is different from the stance presented in this study whereby an individual's intellectual work involves understanding practice through use of the tools and signs and is active, rather than the somewhat passive role cut by the trainees portrayed in Jahreie's paper. More useful, perhaps, is the consideration of the transformation of understanding during social activity which is evident in Vygotsky's theory of concept development.

Vygotsky (1986) explained that initial understandings of learners could be considered 'spontaneous' concepts and differed to those more formal, or 'scientific' concepts, arising through instruction, in that their origins were small social groups, such as families. The introduction to wider cultural concepts was part of the work of formal schooling. Wertsch notes that the translation from the Russian might be more usefully made as 'academic' concepts than scientific (Voices in the Mind, 1991, p39, cited in Smagorinsky et al., 2003, p1403) but as the latter is used widely, it will be retained to refer to concepts encountered by learners in formalised instructional settings. The spontaneous concepts which were developed prior to the taught concepts undergo a process of adaptation until the two can be reconciled. As a result of this reconciliation, individuals produce meanings unique to them which derive from social, cultural and historical processes of human activity. The work of concept-formation can be related to the way trainees engage in making sense of the practice, new to them, of teaching in secondary schools.

Trainees' concepts of teaching prior to practice might be considered in terms of spontaneous concepts which adapt when encountering the scientific concepts during their school placements, and in adapting are expanded. This expansion can be considered developmental as outlined in Chapter 3, if it results in a structural reorganisation of mind. The situated nature of meaning conveyed by mediational agency (Wertsch et al., 1993) means that a change of activity, people or place requires continuation of the reconciliation work. It may be that this process bears some relation to the development of the ability to generalise about practice such as was identified in Chapter 6 through examination of Evans' (2011) epistemological dimension in P8.

There are studies in addition to Lortie (1975) which have researched the preconceptions of trainee teachers and have found these influence trainees' experience of training to teach (for a selection, see Hobson and Malderez, 2005, Caires et al., 2012, Kyriacou and Kunc, 2007, Bramald et al., 1995). Rather than add to this research, this study understands preconceptions relating to teaching may be categorised as 'spontaneous' concepts which trainees arrive on their training course with and may conflict with those concepts of teaching which arise through teaching practice. Reconciliation of practice-related 'scientific' concepts with their 'spontaneous' concepts

may be conceived of in relation to the problem-solving process which trainees identified as influential to their professional development. As such, trainees' problems might be understood as their identification of conflicting approaches to practice through observation of professional colleagues or barriers to achieving the kind of practice they want.

As suggested above, the activity of problem-solving might be useful for supporting development of a strong agency (Edwards, 2007b, 2005) in trainees, and may encourage responsive practice if professional colleagues will explicitly address those barriers to trainees' development inherent in the problems. Trajectories of professional development, it has been submitted, can be a practical tool for pin-pointing identification and discussion of problems trainees' perceive in their practice and the nature of resolution can involve an explication of the meanings particular to the specific situation. Once trainees are supported to interpret problems in their practice, the evidence in this study suggests that their understanding of practice expands and they can adapt their practice accordingly.

The cases of P1 and P5 analysed in this study (Chapter 7) indicated that they were able, by their final placement, to adopt a responsive approach to practice which suggests that the solution of problems during lessons was something integral to their practice. This is rather different from the view of teacher as an expert talker (Gove, 2013) and suggests a complexity of practice which is consonant with the complexities of the learning process. If individual learners are reconciling their own spontaneous concepts with the scientific concepts they meet during formal schooling, a conception of the learner is required in which she is intellectually active in the sense-making process. The variety of experiences of the trainees involved in this study suggests that learning remains an individualised process. The influence trainees identified of the activity of joint problem-solving with professional colleagues suggests that a specific and targeted intervention is effective not only in solving the problem under scrutiny but also of allowing the trainee access to those practice-specific – 'scientific' – concepts which, through reconciliation with their pre-practice 'spontaneous' concepts of teaching – prompt their learning about practice. This is conceived of as on-going throughout the process of learning to teach and as inherent to the practice of teaching. The development of this problem-solving activity, beginning as joint activity with other practitioners, is suggested by Edwards to result in responsive practice. The process of developing responsiveness is described generically here.

The cycle, on-going during practice, suggested in this study involves trainees identifying problems in practice and seeking their resolution. Beginning with analysis of practice, a problem is identified, resolution sought and tested in practice. This practice is then analysed and reviewed to assess whether the test is considered to have achieved the desired outcome, or has not. This process can be on-going in an individual and can self-perpetuate for as long as solutions can be found.

At the stage when a trainee cannot solve the problem independently, there is an indication in the model of another contributory layer to the process, where the individual can articulate the problem to professional colleagues and, jointly, they can attempt to solve the problem. It is then up to the trainee to test it in their own practice and judge whether it has moved towards a solution. Early stages of professional practice may necessitate involvement of professional colleagues with some frequency. As the course progresses and trainees acquire more strategies for problem-solving, the inter-relational aspect becomes internalised in the trainees' uniquely-formed understanding about practice which leads the development of responsive practice in the form of problem-solving activity.

In reframing learning to teach as a social and relational practice, it is acknowledged that each trainee will have a specific set of circumstances which, in turn, suggests a personalised approach to training teachers. In this view, professional colleagues share distributed responsibility for trainees' professional development and trainees have a responsibility to analyse their practice, understand problems in their practice and articulate them to their colleagues. The trainees in this study benefitted from activity in which they jointly sought resolution of those problems with colleagues. The possible implications of this personalised conceptualisation of teacher education are considered in the following section.

9.4.1 Implications for School-based Teacher Education

It was established in Chapter 1 that teacher education in England is at a turning point, with the historical partnership between schools and HEIs being subject to redefinition by state policy. The argument for increasing the number of teachers training exclusively through school-based placements was understood by some as an attempt to undermine the intellectual nature of the job and rebrand teaching as a practical 'craft' (Beauchamp et al., 2015) which can be defined in a set of competences learned beside existing practitioners (Hagger and McIntyre, 2006, Mutton et al., 2010). This training-based view of teaching is somewhat at odds with the complex intellectual process uncovered in this study. Analysis of the data gave rise to the view that learning to teach can be supported by a personalised approach aimed at specific interventions. However, given the practical turn emerging in the sector, this section seeks to consider the practical implications of this view of learning to teach and the personalised nature of supporting responsive practice development in teacher education, an activity which takes places primarily in schools.

The process of professional development outlined above suggests that highly-specific intervention in problem-solving can foster responsive practitioners and evidence in this study indicates that this rests largely on the responsiveness of teacher educators; additionally, the trainees need to analyse their own practice, identify problems and articulate them to professional colleagues, and resolutions, being found, need to be acted upon. The experience of the participants in this study would suggest that, in school-HEI partnership programmes, this sort of teacher education process is currently possible. The use of practical evaluative tools may support the process of identification of problems and targeting resolution, in the way that a trajectory of professional development does. The inclusion of methods to support trainees in analysing their practice may require more explicit recognition of the intellectual aspect of learning to teach than a competence-based approach might allow. Additional attention may need to be paid to the articulacy of those involved in teacher education to maximise the potential for communicating problems in practice. Furthermore, efforts could be made to understand the extent to which the motive of trainee/professional colleague activity is jointly understood to be directed toward the professional development of that trainee. The practicability of distributed responsibility and the generation of trainee-specific approaches to professional development may be understood as constrained by two major factors impinging on the sector: time and money.

Existing, and likely continuing, financial constraints on schools will be influential. The Institute of Fiscal Studies reported their estimate that "public spending on education in the UK will fall by 3.5% per year in real terms between 2010–11 and 2014–15. This would represent the largest cut in education spending over any four-year period since at least the 1950s" (Chowdry and Sibieta, 2011, p2). The implications of a personalised approach to teacher education may be need to be

considered in financial terms. How expensive would it be for professional colleagues to work so closely with trainees in developing their analytical skills, their intellectual approach to the practice of teaching when, as was observed many years ago regarding the initial increase of school-based provision, the main job of teachers may remain the teaching of children (Evans, 1997)? The answer to this rests largely on time: qualified teachers acting as mentors may be released for an hour a week currently, to support trainees on placement, while colleagues whose classes the trainee takes and who do not have a defined mentoring role, are given no recognised time for working with the trainee. An unwelcome implication of wholly school-based training for current practitioners may arise in a tension between their 'main' job as child-educators and new obligations as teacher educators if time is not made available. Freeing teachers from their teaching obligations has a cost which, in the current financial environment, may be difficult to accommodate.

It could be interesting to compare estimated costs of a personalised approach to teacher learning with the current cost of training teachers who perhaps drop out of the course before completion – as one of the 7 participants in this study did – or decide not to get employment teaching after gaining QTS – as was the case for 2 of the remaining 6 – or even those who benefit from receiving grants to train in the state sector but who gain employment in a private school – as did one trainee in this study. In this small-scale research, only 3 participants went on to take up teaching posts, and one of those was a fixed-term contract covering maternity leave. Therefore, only 2 of the 7 trainees involved in this study progressed to full-time permanent teaching posts. It may be that, as Evans suggested was the case almost 20 years ago (Evans, 1997), the view of school-based educators of teachers will be heavily influenced by the infringement any broadening of their role has upon their primary function. Perhaps this is understood on some level by the current government whose initiative introducing Teaching Schools, based on the teaching hospital model, may lead to specialists in the professional development of teachers. As these schools are envisaged at present, however, the cluster-formation establishes groups of schools in competition for trainees and limits the extent to which collaborative opportunities may flow between institutions. The extent to which schools have the resources to offer a highly-specific and responsive programme of teacher education is debatable and, since the higher education sector already has a system of Tutors in place who already analyse trainees' practice, it is suggested that this is the sector of education which may be best placed to implement an explicitly personalised approach to training teachers.

9.4.2 Implications for the Evolving Role of HEIs in Teacher Education

As previously outlined, the trend to increase the number of teachers gaining qualification through school-based training has been interpreted as jeopardising the role of HEIs in the process of teacher education (Universities UK, 2014), with some universities closing their teacher training programmes down altogether. The role of university tutors, valuable to P3 for ensuring she stayed on the course, have the benefit of perspective over wide-ranging practices from their visits to many different schools but is a position currently under threat from the School Direct programme. There is some literature which supports the value of school-based practice (ten Dam and Blom, 2006) and Mutton et al. (2010) assert that the practical experience of learning in schools is highly influential to trainees. Elsewhere the literature considers the possibility of

standards' referenced assessment actually support trainees' learning (Tang et al., 2006), though this is for trainees in Hong Kong. Some critics of the current system found that trainees set greater store by the practical knowledge available to them through placement (Allen, 2009). The partnership model current in England, sharing the training of teachers between schools and HEIs may create, by its bipartite structure, a divide between the theory of teaching and its practice which leads critics to describe the model of theory-into-practice as "inherently flawed" (Hagger and McIntyre, 2006, p11). Rather than change the balance towards more teachers qualifying through school-based routes, those authors advocate a re-think of the part played by schools in training teachers. The argument presented by these authors is critiqued here with the purpose of identifying areas which overlap with the findings of this study and the contrasting approaches taken from them.

Focusing on development of competence, these authors hark back to the Pupil Teacher scheme, mentioned in Chapter 2, which had no connection with universities, and point out that, despite its weaknesses of depending greatly on individual "strengths" (ibid., p9) and the suspicion that Pupil Teachers were used as "cheap labour to the neglect of their training" (ibid.), there were some strengths. These included respect for experienced teachers and developing practical competence of new teachers, though this is qualified as not always being in "thoughtful ways" (ibid. Hagger and McIntyre, 2006, p8). These authors argue unconvincingly that the school-based parts of ITE have been left under-theorised and therefore underdeveloped in comparison to the HEI based element of the partnership. Hagger and McIntyre take the stance that theory, being general in nature, will never adequately support teachers in becoming better at the work of teaching, and argue for the creation of a robust curriculum for the school-based part of teacher training. By doing this the authors hope to move away from a situation in which they claim student teachers "somehow must muddle through" (ibid., p56) their teaching practice. Perhaps underestimating the complexities of learning in practice when they claim "social learning is effortlessly achieved" (ibid., p46), echoing Gove's assertion that children "naturally" learn to talk (Gove, 2013), they nevertheless support an individualised approach to training teachers and claim this can be achieved if professional tutors in schools are responsible for the creation of school-based curricula focused on "practical theorising" (ibid., p58). This idea is now examined a little more closely.

Practical-theorising is "the critical examination of ideas encountered in school" (ibid., p58) and central in the authors' bid to raise the profile of the school-based element of the training partnership. Subscribing to a view valuing the worth of "professional craft knowledge" (ibid., p71) in bringing trainees to competence, the authors rather undermine their argument against the applicability of generalised bodies of knowledge to individual trainees and schools, they revert to a call for "agreed themes and ideas" (ibid., p73) which fit into the daily work of schools. Training teachers in schools must have as its central activity practical-theorising which, claim the writers, will drive the process of professional development. Unfortunately this "core activity" (ibid., p58) of a school-based curriculum remains relatively indistinct, having only ten of the book's 200 pages devoted to it. Additionally, as with other conceptualisations of learning through practice as a form of socialisation, these authors underpin their thinking with a pedagogical model which positions learners as the recipients of existing knowledge. Although Hagger and McIntyre seek to distance themselves from espousing a simplistic view of teaching, they maintain elements of the transmission model of learning in their view that trainees must make a central part of their training the task of listening to experienced teachers articulating their understanding of the 'craft' knowledge they have accrued. This portrayal of trainee/colleague interaction is reminiscent of

Gove's call for learners to "attend to an expert" (Gove, 2013) and subject to the same criticisms already outlined in Section 9.2.2 above.

Advocating an individualised approach to training teachers is similar to a view of the benefits of personalised learning for development discussed in this thesis. Similarly, the regard for 'thoughtful' ways of teaching and the recognition of the "idiosyncratic nature of individual teacher learning" (Hagger and McIntyre, 2006, p86) chimes with some of this study's findings. However, the problems with this account of learning and development of social practice are similar to those raised in relation to others which do not provide a robust account of the influence on the process of the social on the individual, or the relation of learning to development. Their call for a curriculum for school-based teaching may be answered imminently if the recommendations of the Carter Review (2015) are implemented. Whether a nationally-implemented scheme is going to be individualised to the extent Hagger and McIntyre argue for is yet to be seen, and whether it is practical at all is an assessment which might usefully be attempted. It is possible that the place of HEIs in this type of exercise and in generating understanding about processes of teaching may be highly valuable at this point of flux in the sector's history.

9.4.3 Implications for Future Research into Teacher Education

The outcome of a recent, year-long inquiry (BERA Inquiry, 2014) informed by seven key papers commissioned to inform the way research and teaching can move forwards, recommended a redefinition of the role of teachers to include specific engagement with research which could be facilitated by university research specialists. The outcome envisaged a model of educationalists and their establishments working together, rather than competing, in pursuit of making education a self-improving, research-based system. The report proposed a role for practitioners of education research which is practically applicable to those teaching in schools and, subsequently, for those learning in schools. It may be offering an interpretation of the passage in the Preamble to the Standards which requires that teachers "keep their knowledge and skills as teachers up-to-date" (Department for Education, 2012, p7), or perhaps of Standard 3 which requires teachers to "demonstrate a critical understanding of developments in the subject and curriculum areas" (ibid.). Furlong may be attempting to argue for a way to encourage teachers to "promote the value of scholarship" (ibid.). Certainly the Carter Review (2015) interprets the BERA report as advocating a move to evidence-based teaching, though it is interesting to speculate as to whether Furlong envisaged this as resulting in "a central portal of synthesised executive summaries, providing practical advice on research findings about effective teaching in different subjects and phases" (Carter, 2015, Recommendation 7, p9).

It is argued that, while experienced teacher educators remain in post, their strengths can be utilised to develop a range of tools for evaluating trainees' professional development and supporting the development of analytical skills which support the sense-making which the trainees in this study identified as influential to that development. New avenues could be used to explore these possibilities, involving the interweaving of digital technologies and social media in pursuit of establishing a culture of communication rather than competition between those establishments with an interest in trainee teacher education. Further research into methods for understanding development as a social and relational practice could be valuable in contesting over-simplified accounts of teaching and learning to teach. In all its future activities, the field of

education research would do well to aim for precision in its use of terminology and work towards a robust account of professional development which distances itself from dualistic conceptualisations of the individual and the social.

9. 5 Strengths and Limitations of the Current Study

Whilst there are limitations to most attempts to generate new knowledge, this study has some strengths, one of which lies in the suitability of its ontological and theoretical stance in relation to the subject under research. The complex and multi-faceted activity of learning is given several extra twists when considering the process in adult learners engaged in the process of learning to teach. The developmental method of study (Vygotsky, 1978) and the sociocultural approaches included in this thesis seem eminently practical for examining the unfolding meanings created by trainees engaged in practice. The rich and extensive data collected from the willing and articulate participants provided fertile ground for analysis and generation of evidence in support of the argument presented here. The selection of data from such an extensive source, problematic at first, was made easier by the participants themselves, in their willingness to draw trajectories and talk in detail about influential experiences whilst they were on practice. The initial approach to analysis was useful in identifying a common gaps in the literature. Foremost amongst these must be the problems in educational research when theorising learning, generally, and learning to teach, in particular. Sociocultural theory was identified as providing a robust theoretical foundation for relating learning to development and its introduction to generate understanding must be considered one of the strengths of this work.

In identifying a gap in the literature regarding the theorising of trainee teachers' professional development, some worth may be considered in the exercise of the empirical testing of a model (Evans, 2011) which, to my knowledge, was a theoretical account of professional development. This was particularly important since the author argued for the promotion of enacted professional practice and was opposed to theoretical conceptions of the activity of professionals in their workplace. Although my application of the model found it had theoretical limitations, it pointed the way for the importance of the intellectual aspect of professional development which the sociocultural approach was useful for explaining. Finally, it was an aim of the thesis to employ clear terminological expression throughout with regards to the complex relation of learning and development in professional activity. If this has succeeded, it may be considered a strength since this is an area which, for several reasons, not least the furious pace of change in the education sector, creates some difficulty in the field of educational research.

Foremost amongst the limitations is one of method of analysis. The development of trajectories for this purpose proved a useful pointer for probing during interview and delving deeper into transcripts during analysis but they are not adequate to identify all influences on trainees. Each interview sought explanation of only one of the turning points drawn by trainees and it is not certain that, in being invited to talk about one of the 'key' moments, trainees were actually doing so. In the course of interview, however, many influences were identified, including physical and emotional health, the negative effects of fatigue. Because this study was investigating professional development, other influences were not included in the analysis and this necessarily means that no contribution to understanding the impact of these on professional development is offered in this thesis. As the summary matrix of influences on professional development shows (Appendix 12) interaction with professional colleagues was identified as

influential by each of the participants and this directed analysis to consider turning points in the trajectories of professional development. However the matrix also highlights a range of experiences extending beyond professional colleagues: P1 describes the importance of deciding that she *wants* to teach, not just that she can; and P2 that getting through a lesson without a qualified teacher in the room was significant for her.

Interestingly, and from a participant whose data was not included in the final draft, P6 identified the catastrophic effect on him of hearing from a professional colleague that the job did not get any easier; P6, who had had a difficult first term in a school readying itself for and undergoing an Ofsted Inspection and where he lacked the support he wanted, was prompted to leave the course after his second placement, despite being offered the chance to extend his training to a fourth term. Bearing in mind that the effect of isolation on P3 was considered of interest in understanding influence on professional development, the case of P6 would have been interesting to include to consider negative interactions with professional colleagues. Due to his leaving the course before the final placement, as noted in Chapter 5, P6 did not have a full data set so was left out in the end. Adding to the point already made that not all influences are analysed, there is the recognition that the marrying of turning points to reflections may not be precise. At one point in the final interview (I3, 4.47), P5 revealed that she was talking about a moment which she had not drawn on her graph. The nature of active interviewing (Holstein and Gubrium, 1998) as a *flexible* tool for pursuing interesting lines of questioning is a concept which could translate to graph drawing; it is a limitation of mine that I did not think of this during the data collection stage. Despite giving trainees a pencil and an eraser for the exercise and encouraging them to add notations, I did not invite them to amend their trajectory in line with their unfolding reflections. Future trials of the method as a means of data collection and subsequent analysis could scrutinise its effectiveness, examining the precision of instructions for drawing them, establishing clarity about which lines of questioning to pursue and communicating at greater length with participants about the significance of undulations than occurred in this study.

A further limitation of method regards the coding exercise, outlined in Chapter 5, which employed the components from Evans' (2011) model to categorise participants' reflections. In colour-coding the transcripts, the resultant trends of blocks of colour were difficult to communicate by any means other than lengthy description. Reflections coded as intellectual and attitudinal components were increasingly in evidence as the year went on and participants left behind the initial behavioural-emphasis of their reflections. This seemed very interesting as it suggested a development of the more profound elements of practice which Evans (2011) contends are required for lasting professional development. However, the method was without the means to convey this other than anecdotally so was not included as a finding and future research into this area could find more effective ways to examine the possibilities this suggests.

For a study which directs attention to the significance of relations between individuals, an additional limitation exists in the decision not to include analysis of the emotions of the participants. The emotional impact of training to teach is acknowledged elsewhere (Hayes, 2003, Hobson et al., 2006) and considered by some to affect resilience and well-being (Day and Kington, 2008). The transcripts of participants in this study throng with emotional language, indicating the extent to which the experience of training involved more than the acquisition of a set of competences. Alternative theories exist in other disciplines which centralise the emotions in human life, such as Antonio Damasio's Somatic Marker theory (Damasio, 1994/2006). In this, the emotions encountered when individuals experience the world remain as cognitive pathways

which are reactivated to a certain degree when summoning a memory of the original experience. The association of emotions and physical sensations are neurologically linked by Somatic Markers and these neural pathways are reactivated in relation to memories. As with the sociocultural approach, Damasio's theory is rooted in the personal history of the individual, accumulating a unique set of experiences which mediate individuals' sense-making of the world. The extent to which sociocultural theory offers an adequate theory of emotions is debatable. Vygotsky's work on *perezhivanie*, as it was considered incomplete at the time of his death (Daniels, 2009, Mahn and John-Steiner, 2002) offers a theoretical explanation of the relation of emotions to action, presenting a holistic view of the person in relation to their experience which acknowledges the unique personal viewpoint of the individual and the associated emotional experiences accumulated throughout their life, as highly influencing interpretation of social activity (Vygotsky, 1994, p7).

If communication is the oil of social interaction, whether on the grand scale of Vygotsky's theory or the more modest scale of Evans', an individual's interpretation of the communications made during social interactions becomes of great interest. Evans' model, it has been argued, offers a person-centred view of how an individual might employ their Intellectual Component in the work of making sense of experiences of professional practice. Vygotsky held that the meanings available to an individual for sense-making purposes are historical products of the socio-cultural contexts in which they are used. Whilst attributing social interaction as influential to individual sense-making processes, both researchers also acknowledge that an individual's understanding will influence their activity. With Evans, the model integrates behaviour (body), attitudes (emotions) and intellect (mind). Vygotsky's late work on *perezhivanie*, the lived emotional experience, may overlap with this in suggesting that a person's emotion-related experience drives their motives and hence their activity.

The nature of successful interactions is as imbued with emotions as those considered unsuccessful. The methodological position taken by this study, set out in Chapter 4, is compatible with a study which includes affect, although it was not designed to study the part emotions played in professional development. Process analysis can harvest accounts of cumulative interpretations and the emotions which were associated with them. The Attitudinal Component of Evan's model is not yet adequate for the complexities of emotions such as those evident in the transcripts of the participants of this study. The interactions between trainees as learners and those with a responsibility for their learning to teach, is potentially the point at which emotions can be managed to the benefit of the individual trainee's professional development. It could certainly have enriched this thesis to have involved a consideration of emotions in the process of professional development at the design stage. Omitting an account of the role of emotions means the study lacks an element which, in human life, is central to daily experiences.

Related to *perezhivanie*, is the role played by individuals' interpretation of social events and it could be argued that neither relational agency nor mediational agency adequately account for this aspect of the process. The knotty issue of 'internalisation' continues to tax the sociocultural field, as outlined in Chapter 3 and Chapter 4. It would appear that the meaning of 'agency' is also difficult to establish. Relational agency refers to agency as a responsiveness to problems which arises between practitioners; mediational agency is a process of active individual interpretation of social activity arising from individuals' social and cultural background. There may, however, in the distributed agency implied by Edwards' work on relational expertise (Edwards, 2011, 2010), be some evolution which further establishes, for socioculturalists, agency as one outcome of social activity. Although sociocultural theorists may still be working towards a complete

conceptualisation of emotions or agency, it is argued that they are in advance of the perennial problems of dualistic conceptions which a psychological or sociological starting point can offer.

9.6 Contributions of the Current Study

This research project was very small in scale, and closely examined the individual experiences of trainee teachers during their training year. The findings contribute to the argument for recognising that the complexity of the process of learning to teach is ill-served by reductive, outcome-focused accounts of learning to teach as individual competence acquisition. Rather, the study identifies the extensive intellectual work trainees engage in during the process of their professional development. In addition, the design of the study, interviewing participants three times in their PGCE year, is highly unusual in a field where interviews most often occur *post hoc*, at some temporal distance from the lived experiences of participants, and returning to interview participants three times in the course of their training year is extremely rare, if not distinct. The repeated interviewing inherent in the design was driven by Vygotsky's (1978) methodology of developmental study and had the aim of tracing the way elements of professional development took shape from their initial appearance (*ibid.*, p69). Although my knowledge of the field is as yet limited, I have not encountered any studies which take this approach to professional development. It might be hoped that this methodological contribution could be built on in future research with a view to extending the findings of this small study.

In the course of the thesis I highlighted issues of terminological inconsistency in existing literature on training teachers. This small contribution, although substantial to my developing understanding of the field, is of limited significance at present, and may be restricted to a representation of my own first steps in making sense of the social practice of educational research.

The findings of this study, it is hoped, contribute an understanding of learning to teach which highlights the significance of distributed responsibility of those involved in the process. Additionally, the empirical data collected made clear that trainees required space, for negotiating understandings of unique, local versions of the practice of teaching with existing practitioners, and time, to identify barriers to progress in understanding the practice of teaching. Furthermore, it is hoped that the findings which indicate the intellectual aspect required of trainees in the process of their professional development is a worthy contribution. The empirical substance may be considered to give weight in support of the argument that learning to teach requires trainees to interpret the social practice of teaching within the specific cultural settings of their placement schools; to develop the ability to analyse their own practice; to identify and articulate problems which prevent them practicing as they would wish; and to adapt their practice subsequent to the suggestions from professional colleagues.

It is hoped that reframing learning to teach as a social and relational practice might stimulate new consideration of the way school-based learning relates to professional development. As the School Direct programme continues to be promoted, this study draws attention to the contribution of many professional colleagues, both in and beyond schools, who support the professional development of trainee teachers. A personalised approach to learning to teach recognises the shared responsibility of teacher educators whose responsiveness to the highly individualised circumstances of trainees goes hand-in-hand with the findings in this study which position learning to teach as a product of social and relational activity. Furthermore, suggestions

that developing *methods* of supporting professional development and emphasising the potential gains of research focusing on pedagogical development, may be useful branches for research to advance practical knowledge in this field.

In all, this small-scale study is an attempt to contribute some new knowledge to those interested in understanding more about the process of professional development in trainee teachers and, although the findings might be limited, it is suggested that it may have gone some way to achieving the original intention.

With the field of teacher education facing a period of uncertainty, several key voices (Carter, 2015, Furlong, 2015, BERA Inquiry, 2014), though varying in their suggestions of how to proceed, are in accord with the view that HEIs need to define their relevance in the era of School Direct. Educational change has become the norm, but as this thesis has shown, change does not equal development. In striving to develop methods and knowledge about trainee teachers' developing professionalism, and the practice of teaching more widely, educational research is well-placed to contribute knowledge which can enlighten practitioners at a time of flux. At a point where the discipline faces a "turning point" (Vygotsky, 1978, p73), educational research is in a position to make contributions to knowledge, and provide the learning which continues the historical process of development within the profession.

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Appendix 1: PGCE calendar 2011/12

PGCE		Location					Notes
Week	Beginning	M	T	W	T	F	
01	05 September	U	U	U	U	U	School Term commences 01/09 (05/09)
02	12 September	U	U	U	HS	HS	
03	19 September	U	U	HS	HS	HS	
04	26 September	U	U	HS	HS	HS	
05	03 October	U	U	HS	HS	HS	
06	10 October	U	U	HS	HS	HS	
07	17 October	U	U	U	IST	IST	School Term ends 21/10 (19)
08	24 October	U*	U*	IST	IST	IST	Term 1 & 2 Break *Research Lecs
09	31 October	U	U	HS	HS	HS	School Term 2 commences 31/10
10	07 November	HS	HS	HS	HS	HS	Block 1 Practice commences
11	14 November	HS	HS	HS	HS	HS	
12	21 November	HS	HS	HS	HS	HS	
13	28 November	HS	HS	HS	HS	HS	
14	05 December	HS	HS	HS	HS	HS	
15	12 December	HS	HS	HS	HS	HS	School Term 2 ends 16/12
	Christmas Break						
16	09 January	U	U	U	HS	HS	School Term 3 commences 03/01
17	16 January	U	U	U	HS	HS	
18	23 January	U	U	U	HS	HS	
19	30 January	U	U	PL*	HS	HS	*PL could take place on another S2 HS day*
20	06 February	U	U	U	CS	CS	CS Induction School Term 3 ends 10/02
	Mid-term Break						Break between Terms 3 & 4
21	20 February	CS	CS	CS	CS	CS	CS Block 2 / School term 4 begins 20/02
22	27 February	CS	CS	CS	CS	CS	
23	05 March	CS	CS	CS	CS	CS	
24	12 March	CS	CS	CS	CS	CS	

25	19 March	CS	CS	CS	CS	CS	
26	26 March	CS	CS	CS	CS	CS	School Term 4 ends 30/03
	Easter Break						Easter Monday 09/04
27	16 April	U	U	U	HS	HS	School Term 5 commences 16/04
28	23 April	HS	HS	HS	HS	HS	Block 3 Practice commences
29	30 April	HS	HS	HS	HS	HS	
30	07 May	BH	HS	HS	HS	HS	
31	14 May	HS	HS	HS	HS	HS	
32	21 May	HS	HS	HS	HS	HS	
33	28 May	HS	HS	HS ^{EX}	HS ^{EX}	HS ^{EX}	School Term 5 ends 01/06 PoT exams
34	04 June	BH	BH	U	U	U	Break between Terms 5 & 6
35	11 June	HS	HS	HS	HS	HS	CFP / PL*
36	18 June	U ^{EX}	U ^{EX}	U ^{EX}	U	U	Vivas 19/06, Board of Examiners – 20/06

*Phase liaison / CFP – see relevant pages in the EPS handbook for further details / guidance.

U University tutor contact time

PL Phase Liaison

BH Bank Holiday

IST Individual Study Time

HS Homeschool based days

CS Complementary School based days

Appendix 2 Interview Schedule 1

(w/b 23rd January 2012) after first Home School Placement

*Go through Information sheet
Opportunity to ask questions
Consent form*

Record: "Interview with Participant #, Date & Time"

A: Thinking About You:

1. What brought you to study here?

(1(b). What was your experience of school as a pupil?)

B: Thinking About Teaching Practice Experiences:

2. Can you draw your experiences on Teaching Practice as a series of up and down movements on paper and explain what happened at one of the key moments?

3. Thinking of the key moment(s) you described, what choices did you have then? Why did you choose to do as you did?

(3(b) Was there a time when something unexpected happened? What choices did you have? What did you do? Why did you choose to do that?)

4. Was there anything on practice you wanted to do but felt you couldn't? Or was there anything you had to do that you didn't want to?

(4 (b) 14. Think about the answers to those last three questions and tell me how any of those experiences affected your practice.)

C: Thinking About Becoming a Teacher:

5. What kind of teacher fitted in well at your Home School?

6. How were you able to be on placement? And how would you compare that to the kind of teacher you would like to be?

7. Think about the key people on your placement. Tell me how they helped you. What kind of trainee do you think is valued at that school? What helped you most?

D: Thinking About Schools:

8. Look through these photos – are there any you would like to teach? Why? Is Home School like, or unlike, any of them? How?

9. Can you read these statements. Take any that seem to describe your school and put them in order, with the most important at the top.

10. The cards have things you might find in a school. Do any demonstrate the kind of a place your Home School was?

Thank you for your participation.

If you would like me to send you a copy of the transcript before our next meeting, can you confirm your email address....

Next meeting will be w/b 16th April. What is your preference for how I should contact you to arrange a place and time?

Appendix 3: Interview Schedule 2

(w/b 16th April 2012) after Complementary School Placement

Opportunity to ask questions

Record: "Interview with Participant #, Date & Time"

A: Thinking About You

1. Tell me about your childhood experience of secondary school.

B: Thinking About Teaching Practice Experiences:

2. Can you draw your experiences on this Teaching Practice as a series of up and down movements on paper? Explain what happened at one of the turning points?
Could that have happened at your Home School? If no, explore why not.
3. Thinking of key moment(s) on practice, what choices did you have then? Why did you choose to do as you did?

Could that have happened at your Home School? If no, explore why not.

(3(b) Was there a time when something unexpected happened? What choices did you have? What did you do? Why did you choose to do that? Could that have happened at your Home School? If no, explore why not.)

4. Think about the answers to those last two questions and tell me how any of those experiences affected your practice.
5. What elements of your practice were developed at your CS? Are they transferrable to your HS? What differences did CS make to your practice?

C: Thinking About Schools:

6. The three photos exemplify the kinds of schools trainees talked about at Interview 1.
Would you like to teach in any? Why? Is Complementary School like, or unlike, any of them? How? Do any remind you of your own secondary school(s)? How? Do you think the building of a school makes a difference?
7. Read these statements. Take any that seem to describe your complementary school and put them in order, with the most important at the top.
Compare with HS order; talk about differences
8. The cards show things you might find in a school. Can you choose one which is representative of your CS and describe it in detail for me? (If different from 1st interview: 8b) You described [activity/place] at your HS in the last interview. What is that activity like at CS? Compare the differences between the two placements).

D: Thinking About Becoming a Teacher:

9. What kind of teacher fitted in well at your Complementary School?
10. How were you able to be on CS placement? Compared to the kind of teacher you want to be? Compared to the teacher you were at HS? Were there any differences between how you were here and in your Home School?
11. Think about the key people on your placement. Tell me how they helped you. What kind of trainee do you think is valued at that school? What helped you most? AS PGCE trainee you get a lot of advice and have a choice over whether or not to take it. What prompts you to choose to take advice?

E: Trajectory of Practical Teaching Experiences:

12. Draw, as a series of ups and downs on a graph, your trajectory towards becoming a teacher as you have experienced it so far. X-axis = time. Y-axis = Becoming a Teacher.
What factors have made the line rise?

Thank you for your participation. Confirm contact details. Next meeting will be around 6th June.
What is your preference for how I should contact you to arrange a place and time?

Appendix 4: Interview Schedule 3
(w/b 18th June) after PoT3 at Home School has finished.

Opportunity to ask questions

Record: “Interview with Participant #, Date & Time”

Thinking About Teaching Practice Experiences:

- 1. Can you draw your experiences during PoT3 as a series of up and down movements. Explain what happened at one of the turning points. Could that have happened at CS? Why/ why not?*
- 2. Thinking of key moments in lessons during PoT3, choose one you feel was particularly significant to you and describe what choices for acting you had then. What did you choose? Why did you choose as you did? Could that have happened at CS? Why/ why not?*
- 3. Learning from practice: in I2 you said CS had developed X in your practice. Did you carry this back into HS for PoT3? How did it go? If not, why not?*

Thinking About Schools:

4. Look at these statements. Do any describe your HS? Compare with CS? PoT1? Are there any differences you are aware of?
5. Look through the cards and choose one activity or place which is representative of your HS. Describe it. How different from I1? I2?
6. How important has fitting in with the school culture been for you at a) HS and b) CS?
7. Can you reflect on what it means to be i) a trainee and ii) a teacher firstly in your HS; then in CS?
8. Comparing your second placement at your Home School with your first: was anything different? Think about the key people this time and last time – were there any differences? What helped the most?
Was there anything that didn't help you? Could you have done anything about it? How did being here a second time make a difference to your capacity to make decisions about teaching matters important to you?
- 9. In order to function as a teacher, you are required to make many decisions, minute by minute in the fast-paced, ever-changing context of schools. The outcomes from these experiences accumulate to build up the bank of experience from which you draw to make future decisions. I am interested in the elements of school context which influence those choices.*

[Prompts available – bank from previous interviews]

(PTO...)

What elements of context do you feel were most influential in your being able to take decisions relating to teaching which you felt were important?

i) At HS?

ii) At CS?

Thinking About Becoming a Teacher:

10. University tutors, mentors, staff colleagues...all evaluate your progress towards becoming a teacher. Can you reflect on which of these were stronger influences than others for you? And has that changed over the year? If yes, when? And what has caused it to change?

11. Draw, as a series of ups and downs on a graph, your trajectory towards becoming a teacher as you have experienced it this year. X-axis = time. Y-axis = Becoming a Teacher.

What factors have made the line rise?

Which seem now to have been the most important moments? {Participants can refer to the graphs from Interviews 1 and 2.]

Gauging the Locus of control:

Internal-----	external
All important	No
important	
Decisions within	Decisions
within	
Your control	your
control	

Were there any points this year when you feel the locus of control took a significant shift?

Many thanks for your participation in this study.

We will not interview again but I will need a non-university email address to send on transcripts to you and any papers or writing which may arise from my research which employs your reflections.

Email contact: writing down your email contact gives permission for Shona McIntosh to contact you with relevant documents and copies of transcripts arising from this research.

Appendix 5: *Characteristics of Facilitating/Determining Schools*

Building a picture of placement schools

In order to achieve a more three-dimensional picture of school contexts to supplement the data collected in interviews with trainees, I built on the rough scale of 'Institutional Characteristics' used in the pilot project with the PGCE course co-ordinator and based on Andy Hargreaves' descriptions of school cultures (Hargreaves, 2003). Because the negative connotations of some of the descriptors (e.g. 'deference to authority' and 'false certainty') made it unlikely that schools would choose to identify themselves in such terms, I deconstructed his descriptions to these five essential areas of school culture:

1. school's attitudes to knowledge and how it comes to be known;
2. processes and outcomes of knowledge acquisition;
3. school's attitudes to the job of teachers;
4. school's attitudes to school improvement;
5. school's attitudes to learning of staff.

I used the first four to form the stem of sentences for completion by the professional tutors in schools, by university tutors and by trainees themselves. Number five was written as an open-ended question inviting reflection on staff learning, to which I added a prompt about the role of the trainee within the school.

At this stage (October, 2011) I feel the attitudes, while covering some key issues at the heart of school life, do not cover all the aspects I had hoped to incorporate into my concept of school context, missing practicalities such as routines, staff room use, condition of buildings, use of displays etc. Perhaps it is enough that this richer element derives from the data collected from trainees'. Below is an outline of the form for Professional Tutors in schools.

School Context: Professional Tutor's Outlook

1. Attitudes to knowledge and how it comes to be known:

Our students are in this school to learn...

Student learning is facilitated by...

2. Attitudes to processes and outcomes of knowledge acquisition:

Knowledge is acquired by...

I know learning is occurring in this school when...

3. Attitudes to the job of teachers:

It is the job of teachers in this school to...

4. Attitudes to school improvement:

Improving this school is the job of...

This school is good at...

This school can improve...

5. Attitudes to the learning of staff and role of trainees amongst staff:

What are your thoughts on the learning of staff here?

How do trainees fit into this school's life?

6. Please use this space to offer further thoughts about this school in the above areas or any additional ones.

Thank you.

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Appendix 6: Matrix of Developmental Moments

This document is produced to answer the following question:

To what do trainees attribute changes (turning points) in their thinking to?

Using interview data collected in 2012 from 7 PGCE trainees, I have assembled for comparison a matrix showing quotes from the trainees at each of three points in time: after each of their three block practices.

Certain interview questions pertain to this research question in each interview:

Interview 1	Q2 (trajectory drawing, explain what happened at a key moment); Q3 (choices in key moments, when trainees described an additional event); Q7 (part) With regard to the people on your placement, what helped most?
Interview 2	Q2 (trajectory drawing) explain what happened at one of the turning points; Q3 (choices in key moments, when trainees describe an additional event); Q4 how did those experiences affect your practice? Q5 How did CS affect your practice? Q10 Compare how you could be on placement with the kind of teacher you wanted to be, and were there any differences between how you were here and how you were at your HS? Q11 (part) With regard to the people on your placement, what helped most? Q12 Trajectory towards becoming a teacher for the course so far: what factors have made the line rise?
Interview 3	Q1 (trajectory drawing) What happened at one of the turning points? Q2 Key moments in lessons, what was particularly significant to you? What choices did you have for acting? Q8 (part) With regard to the people on your placement, what helped most? Was there anything that didn't help?

Q9 What elements of context were most influential in your being able to take decisions relating to teaching at i) HS and ii) CS?

Q10 Reflect on the influence of tutors, mentors and staff colleagues assessment of your progress towards becoming a teacher.

Q11 Trajectory drawing for the year – what factors made the line rise? Which seem now to have been the most important moments?

(Q11, Part 2) Shifts in the locus of control.

The matrix follows with data of those included in the thesis: P1, P5, P8 & P3 respectively.

Participant number	1 st Interview January 2012	2 nd Interview April 2012	3 rd Interview June 2012
P1	<p>“...after first onslaught, I had space to notice little points to work on, so was able to get more consistency between lessons” (7.19)</p> <p>“Not as much time spent planning lessons...so you can think about all those smaller things coming together and helping your lesson plan” (8.01)</p> <p>Thought it was important being called ‘Miss’ in the corridor and liked when a child trusted her to look after something for him (44.11)</p>	<p>Mentor reassured P1 when she had doubts about being able to take a lesson: “Either I say no I can’t do it or I just wing it. I know he’ll be there to take it over if it goes horribly wrong so I just thought we’ll see how it goes and if it’s embarrassing then it’s not like I’m going to be staying at that school forever [laughing]” (17.43) It went well.</p> <p>P1 identifies what factors make it easier to be flexible: A-level groups; well-behaved children (most in CS); flexible in planning so you have lots of back-ups (19.38); fewer observations meant decrease in her workload and increased focus on lesson material (20.56);</p> <p>when a Y8 lesson went wrong, P1 changed the lesson ending from how it had been planned to make sure “as many people in the class as possible were doing something useful” (27.46)</p> <p>In response to gaps in children’s understanding, P1 changed focus of</p>	<p>“...this block was quite different from the others in that it was very em samey” (01.18) (Drew a smooth trajectory)</p> <p>“I had really difficult classes and, was tired so as it went on it just died down a little bit and just sort of stayed the same quite monotonous just carried on going” (01.32)</p> <p>“The last couple of days were fine cos I could just like you know it didn’t didn’t matter any more” (01.51)</p> <p>Referring to teaching load of mostly Biology: “and I’m not teaching Biology next year so I was just like I don’t care! [laughs]” (5.19)</p> <p>Went ahead with Goldfish Bowl conversation with this group though the teacher thought it wouldn’t work; was successful in engaging pupils’ interest and only had to stop when time ran out (12.03)</p> <p>Regarding an unpredictably behaved Y7 group, P1 relates a change in her planning in response: “lesson plans were pretty much like these are 8 things I could do I’ll pick one and see what happens” (12.34)</p> <p>On return to HS gravitated towards teachers she identified as having “similar sort of teaching philosophy” to hers (39.56) and spent less time with Mentor, who had</p>

		<p>lesson content at Y13 (33.42)</p> <p>Happy to reward good behaviour whereas in HS hadn't wanted to 'bargain' with the kids (1.02.48)</p> <p>Praise from mentor helped a lot (01.04.56)</p> <p>"Since day one I've seen myself getting better, little blip, get over it" (01.06.02)</p>	<p>resigned and P1 felt didn't want to be involved as much with the trainees (40.17)</p> <p>P1 described herself as fairly independent so less involvement from Mentor was fine for her. (40.20)</p> <p>Honest feedback from staff helped (40.41)</p> <p>"and normally it was stuff I knew I had done as I was doing it" so teachers' feedback confirmed P1's assessment "which is good" (41.00)</p> <p>Professional Tutor was a "bit of a stickler for the rules" (41.18) and P1 thinks this influenced teachers to stay in lessons which hindered P1's ability to relax with the students (41.35) but qualifies this as a "very minor niggle" (41.40)</p> <p>Afterwards, P1 told her Profession Tutor that she would have liked more flexibility from her (the Tutor) as she felt she hadn't needed as much input/support as she was given in writing up etc because of previous experience (41.01)</p> <p>HS school policy was not uniformly enforced so P1 fell in with what staff were enforcing (46.38)</p> <p>As a teacher she might start a trend on enforcing policy but as a trainee she doesn't want to rock the boat (48.19)</p> <p>P1 was influenced by the work ethic in CS especially with regards to getting marking</p>
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			<p>done, high quality lessons and homework (48.49)</p> <p>Teachers whose classes you take are most influential because they are the ones seeing you teach (50.00) but also uni tutors input on teaching methods have been quite interesting (50.45)</p> <p>"I could clearly see I was getting better...so I was quite confident" (53.05)</p> <p>Tiredness builds and realisation of the workload slows you down. Marks two-thirds of the way through, after overcoming the 'blip' as the point where she 'became' a teacher: questioned not just whether she could do it but whether she wanted to do it; she managed her workload, mentor wasn't concerned, everyone said PGCE is really hard then it gets better "and I was like oh if it's going to get better that's alright...so it was fine after that" (section ends 59.19)</p> <p>Felt locus of control was more with her "I was getting input from outside but I controlled how I dealt with it" (56.32)</p> <p>[I say she describes herself almost like a sorting office...]</p>
P5	P5 was not confident at the start, put pressure on herself to be "a proper teacher form say 1) not acting with authority – P5 says this is not acting "grown	P5 moved away from parental home just after failing to get a job so characterises this placement as starting on a low; however, by week2 she reached a turning point, centring on her improving working relations with the	<p>Starts off placement feeling low and wondering what the point of the last placement was (she had failed a job interview at HS) but when she found a job to apply to she felt motivated and more focused; when she secured a job, in Week 4, she was very happy and enjoyed the placement. At the end she was exhausted.</p>

	<p>up” then she realised the pupils “were younger than me” (8.54) which led her to relax into it and coincided with her getting to know classes better (9.18). P5 felt that her not being a proper teacher wasn’t fair for the pupils. Working too hard and having to be reminded by her mentor that this was <i>practice</i> i.e. not the real thing. (10.52) A key moment when she enjoyed herself in a class with a practical element to it (4 weeks into placement); her enjoyment and confidence increased from this time (15.19).</p> <p>P5 describes the process behind her decision to teach Y11 over Y13 because she didn’t feel ready to teach A-level. She was brought to this decision by considerations outside the school (comparison with other trainee on</p>	<p>class. She had run out of ideas, was at the “what am I going to do?” point, and took advice from her (trusted) mentor and, in an experimental frame of mind, gave it a go. (17.50)</p> <p>P5 describes a key moment during this practice where she adapted her planned lesson content to address issues with the pupils’ learning (about week 3) “I adapted my lesson to suit them...which is what you have to do as a teacher.” (24.30)</p> <p>Adaptability was on P5’s mind when she was describing the experiences of CS placement on her practice, in that discipline strategies have to be appropriate for the class you’ve got (24.53)</p> <p>P5 got over her ‘fear’ of being at the front of a class during this placement, which she attributes to the “culture of you’re allowed to make mistakes and you’re going to learn from them and to be honest as long as you teach the class something, it doesn’t have to be perfect and I was less afraid</p>	<p>She also notes that after securing a job for September, she lost momentum in working towards the Standards for Outstanding: “I got then job and I was like well I don’t really need to try like” (3.45)</p> <p>P5 describes getting the job as “it’s like someone else believes in me, to give me a job.” (4.07)</p> <p>P5 describes how her planning for a bottom set Y8 class became increasingly appropriate to their needs and she was able to finish on an active lesson with them which they all enjoyed. Made her realise how planning appropriately really makes a difference (7.31) She also felt there was low risk as it was her last lesson with the class. (8.03)</p> <p>P5 reflects that her turning points seem to come when “I’m out of my comfort zone with a class and don’t really know what I’m doing” (8.50)</p> <p>P5 describes a point during a Y7 lesson where she changed her planned activity due to pupils being too hot. Even though it had taken her ages to laminate all the resources, she says “I was thinking someone’s going to be really ill in a minutes or faint or something so I had to change it” (12.55) She opted to play Bingo for the last half of the lesson, influenced in particular by one boy who was “really really red-faced and almost like asleep” (14.08) and she’d opened all the doors and</p>
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	<p>placement; future job opportunities; parents' advice) (19.57)</p> <p>P5 mentions that teaching second subject might have "to wait until I am a proper teacher" (23.20)</p> <p>Relates first time alone with class as significant (23.26) and she decided to send out a Y8 boy when he started to remove his shoes and socks. Led her to consider the practicalities of this action: teacher can't supervise the child outside and those inside the classroom at the same time. It turned out that P5 had read about discipline policy but didn't know how to instigate the process (called sending pupils to Safety Net): "I didn't want to do that because I didn't know how to do that...You think where is Safety Net..?" (29.21)</p>	<p>of being perfect" (29.15)</p> <p>P5 reflects that CS had a flexibly approach and "a culture of change" which terrified her at first because she couldn't see any organisation" and was conscious that she was being encouraged to make decisions for herself and relied less and less on mentor's input; "I would know that he was always going to say well try it so I thought there's no point even asking him then, I'll just do it and usually, well most times, it worked" (46.47)</p> <p>P5 describes how she gained courage from her mentor. CS played music tracks while pupils worked – as unobtrusive timing device – and when P5 asked mentor if she should play music when her uni tutor came in, her mentor said "do it cos what's he going to say? He's going to say you can't do it, at the end of the lesson. Well you've done it then [laughs]" (49.41)</p> <p>P5 credits her mentor with helping her relax into the job: "he's one of those people that made me realise</p>	<p>windows then mentions how she was aware that, with the open door, any noise they were making could have disturbed other teachers (14.34). Adapted it "We got through it and no one died and it was all fine" (14.45) Also links decision to plan such an active lesson then adapt it to her increased confidence. (16.35) This was in part linked to the end of the course approaching : "if I don't do it now I'm never going to do it" (16.57) and the circumstance of her not getting a job at the school "...because I didn't get the job I was almost like well I don't have to prove anything" (17.05)</p> <p>Regarding the increased confidence, P5 attributes this to more than just teaching experience, but also that "I kind of changed as a person...I've got a presence now" (19.00) and this extends to her confidence outside school – she cites how she is travelling alone in the summer coming and would never have done that prior to this year.</p> <p>P5 notes that she took CS experimental approach back to HS and they allowed her to do that because it worked (20.48)</p> <p>P5 almost left when despondent about lack of job – Fiji was on the cards (42.17) Departmental staff were honest, practical (arranging mock interview) and encouraging her to go for jobs she really wanted. And saying she could go to Fiji in June if</p>
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	<p>P5 notes how observing the way another teacher used the starter activity time to do practical tasks such as registering the class and setting up the resources led to her having a calmer start to her lessons. She describes this as a bit of a clash with the message coming from university about being “active and engaging...but I haven’t found they work cos then I am just running around for the whole of the lesson and you can’t do that so I needed the time.” (week 2 or 3) (32.27)</p> <p>P5 describes a key intervention by her Professional Tutor who sent her a message “saying keep going , we’re all behind you” (41.09) which made P5 feel like the professional tutor gave her the “looking after” she needed (41.48)</p>	<p>you don’t need to stress that much about it, it’s going to happen anyway” (52.29) And “he knew what I needed and he did that” (52.34) She also valued peer support from fellow trainee at CS and a supportive network positive encouragement and praise when things were going well. “I couldn’t do it by myself” (57.13).</p> <p>She attributes improvement (rising line of BaT trajectory) as being down to encouragement, being pushed to do it and both school and uni mentors showing faith in her (01.00.55)</p>	<p>she hadn’t got a job by then. (45.00)</p> <p>P5 was never asked her opinion about anything in HS (48.16) but was asked about things in CS departmental issues (48.36) P5 reflects that the Senior Mgmt team at HS were very dominant and the other staff weren’t asked for their opinions either (49.33).</p> <p>P5 thinks uni tutor has fully seen her progress “holistically” (50.48) whereas mentor sees observed lessons and class teachers just see their classes although it is her actual teaching. On a practical level her mentors mattered the most (51.56) but personal support from uni tutor (52.09) who taught her the importance of being happy outside the job (53.32).</p> <p>P5 explains “the <i>major</i> thing that’s made me a teacher is getting my job” (55.34)</p> <p>P5 describes the external validation of being appointed a teacher as bringing the locus of control towards the internal: “now I know it’s my classroom...and I can do what I want.” (58.47)</p>
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<p>P8</p>	<p>P8 describes a key moment on improving class engagement with teacher when she spent 15 minutes going “off lesson plan” (9.28) clearly explaining her expectations to her Y9 class. Reflects these expectations were constructed from her own values, observations of other lessons, researching TES & BfL – and OK’d it with her mentor. (17.02)</p> <p>Regarding choices, P8 relates an incident when a Y8 girl hit a Y8 boy in her class. P8 “really had to weigh up whether to use the school policy”. (17.52) She had no mentor in the class to ask, she gave a big shout which she felt defused the situation. Led her to keep them separate in future lessons. Week 4. Didn’t tell mentor though reflected in interview that she probably should have.</p>	<p>P8 felt her confidence in behaviour management has constantly improved during CS placement. She identifies a turning point as being, after observing the classes and worrying that she couldn’t teach them, starting to teach and “I found I actually could do it” (14.34) P8 was supported in this through feedback and suggestions from teachers “and took them on board and saw them working then I think that’s when my confidence really grew.” (14.47).</p> <p>P8 describes how she dealt with a Y8 pupil self-harming with scissors during a lesson. (21.11). P8 calmly took the scissors from the girl and took her outside. Once the girl started crying, P8 fetched the teacher (who had been present in the room working on the computer) then returned to teach. Motivated by child protection issues (which she had covered at uni but was ingrained in her through previous work experience with charities) and her responsibility as teacher. Prompted a discussion with class teacher afterwards</p>	<p>P8 comments that “there’s not really too much up and down” on PoT3 (01.17)</p> <p>Also, in final week there was the important realisation that “I’ve passed and I’m a classroom teacher so it’s more a sort of internal thing really” (4.52)</p> <p>P8 felt that teaching at GCSE level (did for first time on this placement) made her aware of “the pressure of the next exam” and was “quite a big, change in responsibility” from B-TEC which she had taught at CS. (2.26)</p> <p>In response to SM comment on variety of new things (new subject, new level, new classes) P8 remarked that at this stage of the course you can “be thrown various different things” and “even though it might stretch you you realise you can do it...you’ve just by that point learnt different strategies it’s just like what’s the new problem how am I going to deal with this one?”(09.49) P8 notes at this point that” it was in my CS where I gained my confidence where I started believing and acting as if I was a teacher” (10.38)</p> <p>P8 relates a Y8 lesson when she had to choose whether to believe the kids’ claims that they knew a topic she had prepared and alter her plan, or to go ahead with her original lesson. She chose the latter and felt it was the right thing to do as she extended the ones who remembered well</p>
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	<p>Made her aware of class dynamics (22.24), gauging pupils' emotional state as they came into class. [Note: P8 describes feeling unsupported by mentor (26.23).</p> <p>P8 felt head of Faculty was very positive (35.53). Reflects that although she is generally a confident person, she was "like a little mouse" (36.04) starting PoT1. P8 feels her feedback was good, positive, not critical, more like suggestions and HoF responded positively to P8's ideas. Also liked Tutor (Y7 group) who gave P8 full responsibility and shared information with P8. P8 agrees she felt included on both teaching and pastoral side (30.01)</p>	<p>about proper procedure should self-harming re-occur and teacher wasn't there. P8 raises issues arising when schools withhold information on pupils from trainees.</p> <p>The incident above made P8 realise "I want to be quite pastoral in my teaching and not just in my tutor group but be able to be pastoral in every class...just show I'm caring and provide opportunities if people need to talk." (38.41)</p> <p>P8 identified development of several aspects of her teaching practice at CS: behaviour, differentiation, and the pastoral aspect of teaching. (41.23)</p> <p>P8 feels greater confidence has changed the kind of teacher she is: "I like to put things in context, make it fun, try and put a story behind what we're doing" (01.05.08)</p> <p>P8 felt when she needed advice and support of a practical kind, she was given it. "Rather than saying right you need to do this, they've given me a lot of hows: how I can achieve</p>	<p>and revised it for the ones who didn't. (13.32)</p> <p>P8 relates a phone call to a parent which had benefits to the behaviour of a boy in her class. (ends: 20.58)</p> <p>P8 expresses her opinion about the purpose of discipline: "you want them to learn the consequences of their actions" (34.11) adding "I think so many schools and teachers see discipline and get it confused with punishment" (34.37)</p> <p>P8 described HS mentor: "He might have physically been there sometimes but as a mentor in role as mentor very absent but even as a teacher he was very quite unapproachable." (45.04) although since securing a new post for next year at a different school "he's a bit more enthusiastic" (45.09) and his lack of enthusiasm for being a mentor was something which P8 attributes to affecting her progress in PoT1 to the point where she "almost didn't pass my first placement" (45.32)</p> <p>P8 reflects that collecting "things that help you gain your evidence and stuff em so he didn't do that at all" (46.14)</p> <p>However, the Head of Faculty who was teacher of P8's Y8 class was "a very enthusiastic...person, a very positive person so there was very positive feedback that helped me learn how to reflect on er my teaching" as well as giving P8 ideas about how to</p>
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		<p>something, how I can go about doing something em which has been just what I needed really.” (01.05.54) At one point she was given emotional support by her mentor.</p> <p>P8 identifies the weekly mentor meetings on this placement as the most helpful to her – “regular contact, regular checking, seeing me ticking off standards each week.” (01.09.02) Also an NQT who was “a very fresh teacher”.</p> <p>P8 thinks uni tutor observation in CS really helped: “I was coming on leaps and bounds and progressing really well.” (01.14.45)</p>	<p>do things differently & different behaviour strategies. (47.16)</p> <p>P8 felt another PGCE student was very good for passing on advice he got from the range of teachers he was working with – whereas P8 was mostly teaching her Mentor’s classes. (47.55)</p> <p>P8 thinks students most influenced her decisions about learning (50.37)</p> <p>At HS P8 relates that for systems of procedure regarding assessment and school policy you were “expected to follow it to the letter” (55.49) and P8 felt “They like the structure...but it almost feels quite military” (57.02)</p> <p>P8 felt pressure “not to out my fingerprints around the place” (57.11) which she felt because rigid systems and lack of discussion. She explained the metaphor, comparing it to being given a cup of tea at someone’s house and “you don’t know where to put it cos it’s so clean and tidy” (58.53) so her HS “started feeling uncomfortable” (59.06). P8 reassesses HS in terms of structure which, was helpful at first but, when she returned, feeling like a teacher she wanted “to be able to explore” (59.32)</p> <p>Now “it doesn’t matter so much if it goes wrong whereas before I felt like I was having to perform to someone” (59.49).</p>
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			<p>P8 supports her feelings about rigid adherence to structure with an example from a staff member's exasperating experience of organising a school trip.</p> <p>P8 cites uni tutor as a strong influence because that is who "says you haven't passed or you're not where you should be" (01.02.12)</p> <p>Apart from that, P8 thinks obs of other colleagues which were strong influences (01.02.27)</p> <p>Uni tutor's "comments lead me to be very emotional on my in his first visit so I was more apprehensive since" (01.03.32)</p> <p>P8 identifies CS placement as the time when there was an "internal shift going on of believing I was a teacher" (01.06.18)</p> <p>There was another realisation as she was about to return to HS "I'm a teacher" (01.08.53) and she didn't want them to judge her on her first teaching practice since she had learned so much from her second placement. (01.09. 20)</p> <p>P8 describes how she felt the locus of control moved from external at PoT1, towards the internal during PoT2 but more securely towards the internal during PoT3: "in terms of like how I teach em...and the way I want to teach something, it felt like it was more in my control. " (01.11.35)</p>
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			<p>P8 reflects that “at the beginning I think you need..th-sort of someone else to take the reins a little but because you don’t know how to drive the car sort of thing...but slowly over time you take more control sort of yourself and make more decisions for yourself...and you might not always make the right decisions but you learn how not to do it next time...you don’t have so many bigger galls as you go along the falls are a little bit smaller” (01.13.09)</p>
P3	<p>P3 “wanted to seem keen” (15.27) to her mentor but also felt “quite touched they’d trusted me to do the marking” (15.36) (of end of term Y7 & 8 exams) although this was contributory to draining her energy and making this a low point in her placement.</p> <p>P3 thought it was “really nice” that the teachers had accepted her marks, especially when one had been teaching nearly ten years (19.46)</p> <p>P3 recounts an incident with a Y8 boy which ran over several days</p>	<p>The turning point P3 identified as significant during PoT2 was when her mentor “sat me down and said look you need to make a decision whether or not you’re carrying on with it and if you decide to carry on with it then you’re going to have to pull your socks up” (06.23) P3 thought this was insensitive a mentor was aware that P3’s family had experienced a traumatic event two or three weeks earlier. However, P3 admits “sometimes you need a bit of a kick in the right direction”. Uni tutor the same day had called to encourage her and helped her feel “much more positive about the course” (06.37). “I think they both</p>	<p>P3 relates how a period of ill health resulted in her absence for almost a week and in feeling low from Week 4 into week 5 (1.47) but that the department she was in was also low and stressed: “there were tears there were arguments amongst all the department staff” and she thought “the stress that comes with this job is unlike anything I’ve ever known” (3.34).</p> <p>P3 describes how cover was arranged for KS3 lessons while the usual teacher did extra revision classes with their KS4 groups and P3 sometimes had to step in when cover teacher didn’t show up. (4.08)</p> <p>Saw PoT3 as about re-building her confidence (9.27)</p> <p>Having a lot of observations at the beginning and then at the very end, it did make me see the difference” [in the sense of her own progress] (11.29)</p>

	<p>and involved her making choices about how to deal with him shouting at her in class. She was alone with no mentor to consult, chose to skip the school policy procedure and phone parents. However, the parent wouldn't come to the phone and next lesson the boy ran away when she sent him out. Finally she spoke to the boy outside the room and reflects that this is probably what she should have done initially. She thinks that "in the future I would never let it get to the point where it would boil over that badly" (26.26)</p> <p>P3 reflects that SoW "settled me. But definitely restricted me...[to] being the teacher they wanted me to be" (42.18).</p> <p>P3 had mentor who allowed her freedom and a Y8 class teacher</p>	<p>helped, because I think she [the mentor] gave me the shock I needed and the other gave me support." (7.25)</p> <p>P3 details her choice to change her style to suit a Y10 class' needs, from being didactic to holding a "learning forum" (30.30): an inclusive arrangement in classroom, which P3 "really enjoyed too" (30.36). P3 said she came up with the idea herself as her mentor wasn't involved (see next point). P3 successfully engaged Y10s for the entire lesson, gave out no warnings and got good feedback. Led P3 to see choice as "do you tick all the boxes or do you do what is best for your pupils" (31.04)</p> <p>Felt mentor, near retirement age, "wasn't very useful...cos I think I needed a bit of support there. Cos my confidence was really low and like I said I wanted to quit" (33.58)</p> <p>Distant mentor helped P3 step in to gap and get to know her Y10s individually: "how they react to learning, what kind of</p>	<p>"I am not sure that, teaching has lived up to the expectations I had before I went into it...it seems to be a lot less about the teaching and more about the admin" (11.39)</p> <p>Decided not to go into teaching: "I don't think I'm ready for it yet to be honest, I [sighs] I think cos it's such a consuming thing...and I'm too selfish at the moment to really give all my life away to that" (12.10)</p> <p>P3 is reassessing her plans to teach in London as she feels she wants now to stay in the area (13.18)</p> <p>"I do see myself doing it at some point but I think you need to be like a hundred percent dedicated to it" (15.51)</p> <p>P3 describes a "crisis moment" (19.17) when she was asked by HS if she would like to apply for a job there and said yes whilst thinking she didn't know whether she really wanted to teach and it caused her a lot of stress (19.28)</p> <p>"there was so much pressure on me to get a job" and if there had been less P3 thinks things would have been massively different (19.42). She describes how Facebook was being used by trainees to communicate job success "and it was a constant I've got a job! I've got a job!" (20.39)</p> <p>P3 thinks a key moment was when she chose to take Uni tutor's advice "stop worrying</p>
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<p>who wanted P3 to “mimic her style of teaching” (42.34)</p> <p>Despite this P3 recalls that “both of them were really complimentary towards me all the time” (50.02) and this was helpful in stopping her being too hard on herself when things hadn’t gone the way she wanted in class (51.17). Later in PoT1, P3 says “I stopped thinking like that and thought if it didn’t go too well then it was too ambitious or wasn’t engaging enough for them or my approach wasn’t the best”. (51.56)</p> <p>“I see my first lesson plans now and I think they were so regimented – you cannot plan for...and I think that’s uni’s fault in some ways, they gave us these ones at the start that were example lesson plans, where it was every two minutes what was going to</p>	<p>learners they are” (38.39)</p> <p>P3 reflects that “one of the things I’d like to be when I’m a teacher is like a human teacher, not this front of Mrs Trunchbull sternness” (40.02)</p> <p>Although P3 felt happy teaching the Y10s that way she was aware that she had not managed to repeat it with her other classes, which she attributes to her confidence being knocked or “maybe it was because I didn’t feel comfortable in front of these pupils because of their resistance to me” (42.37)</p> <p>P3 cites lack of praise and positive feedback as leading to little progress during PoT2: “I’ve taken steps backwards rather than forwards” (42.31) and makes the point that the positive praise model they are told to use with pupils has not been used with her. Also blames her mentor being “too busy” (46.01) when she needed someone “to show me the ropes...rather than be told, right you’re being given this class, go.” (46.38)</p>	<p>about ticking boxes and just go in and try and have a bit of fun” (23.56)</p> <p>“you get to a certain point where you jus- you deci- you do what you want to do if you like rather than what you think the teacher will want you to do” (24.16)</p> <p>Describes an influential teacher who “goes against everything they suggest you teach in the department” and said to P3 re regarding starter activities “if it doesn’t fit in with your lesson then don’t bother” doing it (25.00)</p> <p>Details her choice to leave the department SoW for Y7 and adapt it to the pupils as she “felt I could get more out of them if I was doing something more active with them” (31.22)</p> <p>Reflects on conflicting elements of uni tutor’s advice as confusing her (32.54)</p> <p>Describes how she felt discouraged from using uni-style detailed lesson plans when seeing how teachers doing it for years don’t use them and by the end lesson plans would “consist of a few bullet points” (33.55). Reflects that at the start “I was hindered a little bit by following the lesson plans to a tee” (36.50)</p> <p>P3 felt she was often complemented for her ability to build relationships with the children, partly through being non-judgemental (42.21)</p>
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<p>happen...I had to take a bit of a breather and say, no, if it doesn't go to the minute- you've got to plan it as best you can but it's impossible to plan it exactly." (end 52.56)</p> <p>Felt it was important that her mentor said to her "I trust that you'll come up with something...she was brilliant, let me go for it, whatever I wanted to do." (54.43)</p> <p>P3 said mentor gave her the idea that "this is the time you can just experiment and go off and do what you want." (54.52)</p> <p>P3 noticed how other PGCE trainees had been treated "more like pupils than as colleagues" but P3 felt that her colleagues "completely invited me in and I'm always part of staff meetings now and they value my opinion and always encourage me to</p>	<p>P3 had no access to SoWs because staff had their own and "they all kept them to themselves" (47.54)</p> <p>P3 describes her feelings about CS: "it's not very welcoming. It's not very inviting. And I remember walking in on the first day and immediately thinking I didn't fit in there" (01.08.29) When sitting in the staffroom "you felt like you were somehow in the way, and asking question became a bit of a nuisance to them" (01.09.47) Compares unfavourably with the welcoming and supportive HS: "Maybe I had too much support there and that was why it was such a shock coming to that one" (01.10.16)</p> <p>P3 found, on reflection, that the placement "actually taught me a hell of a lot and maybe it's given me a bit of a thicker skin as well" (01.11.43)</p> <p>P3 felt another trainee's mentor helped her the most : lots of input, very organised (01.13.35)</p>	<p>P3 remembers another teacher wanting to use P3's resources to teach to her own class and "I remember thinking at that point it was like Oh I'm a <i>real</i> teacher now" (58.58)</p> <p>P3 had different mentor in PoT3 who was influential in that she gained lots of experience teaching A-Level Eng Lang. (01.04.45)</p> <p>P3 describes admiration for Y10 teacher's subject knowledge and her willingness to sit down and plan out the team-taught part of the term with P3 (01.05.42)</p> <p>P3 reflects that "being very human" to Y10 made them like her. (01.09.38)</p> <p>P3 thinks that having different teachers and classes helped (1.10.14)</p> <p>Admired a Y8 male teacher who reminded her of the teacher that had inspired P3 to go into teaching: he was fun, never shouted had authority over everybody (01.11.36)</p> <p>P3 describes how, in contrast to volatile pupil on PoT1, she could manage a boy – until very last lesson (01.16.29) Attributes influences on decisions about teaching to come from a personal level (01.18.48) and from becoming aware that when a child comes into class creating issues with you "it's just an issue with their life and I think it's having to distance yourself personally" (01.18.58)</p>
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	<p>share my opinion and that's the way it should be really cos that builds up your confidence more than if you still feel like a pupil" (55.44)</p>	<p>P3 trusts advice from experienced people, picking what benefits the students most and fits in with her style so she feels comfortable doing it. (01.14.47)</p> <p>P3 feels she was "a bit of a hindrance" at times because she "wasn't as bright as some of the others on the course" (01.19.51)</p> <p>P3 explains that when her mentor communicated the impression that she (P3) wasn't good enough to be a teacher, she wanted to quit but things got better as she increased "confidence in my own ability to be a teacher" (01.24.15)</p>	<p>P3 thinks for this reason it is important that teachers are aware that "some children are more vulnerable than others" (01.19.10)</p> <p>Clashed with CS mentor "she didn't care about those kids she cared about the kids that for the A*s" (01.22.41)</p> <p>P3 valued assessment of colleagues because they see you teach more often (01.23.04)</p> <p>Values the uni tutor assessment least of all "it's difficult to sum up in one lesson if you've progressed or not" because of variable factors (01.25.07)</p> <p>P3 thinks part of becoming a teacher was influenced strongly by the way HS staff "saw me as a teacher" (01.28.13)</p> <p>Due to absence, she had to be observed in last weeks "and I got some really good observations in the last couple of weeks, em like really really strong observations that made me think like that I'd become a teacher at that point" (01.28.19)</p> <p>Compares the stress levels and constant illness as weakening her desire to take up the job (01.28.36)</p> <p>Quite poignant passage where P3 reflects on how CS a lot of things at the school and in her personal life had felt as if they were beyond her control but now, looking back "really there's not a lot of factors that</p>
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			<p>were out of my control really it- it- it was up to <i>me</i> and I probably failed myself a little bit, at times, if I'm completely honest" (01.33.12)</p>
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Appendix 7: Participant Information Form

Trainee Teachers on Placement:

An Exploration of Professional Development in the process of Becoming a Teacher

Shona McIntosh
(contact@email)
(contact mobile)

Department Details

Invitation to Participate:

Thankyou for volunteering to take part in this study. This sheet will give you a little more information about what to expect and what your part will be in it.

The Study's Background:

I am carrying out this post-graduate research to try and understand more about the process of becoming a teacher with particular attention on development whilst on school placement. As part of my doctoral research, I am recording, through interview, a small group of PGCE students' reflections on their experiences of teaching practice, focusing on which were the most influential in becoming a teacher. It is hoped that this data will contribute to the body of literature which seeks to better understand how people become teachers and that it may benefit those involved in teacher training now and in the future.

Your Involvement:

You are volunteering to give your reflections on experiences during placement which you perceived as having influenced your development as a teacher. This is done in the understanding that training is part of the process of becoming a teacher, which takes place over a considerable length of time.

Procedure:

You are volunteering to take part in three semi-structured interviews which will be recorded then transcribed. The transcripts will be shared so you can agree that they give a fair representation of the discussion.

Interview 1: 50 minutes, on your campus, from week beginning 23/1/2012

Interview 2: 40 minutes, on your campus, from week beginning 16/4/2012

Interview 3: 30 minutes, on your campus, from week beginning 4/6/2012

Please note, alternatives to face to face interviews are available should pressures of time make a campus visit difficult. Telephone interviewing and questions and answers via electronic means are both possible. Every effort will be made on my part to fit around your schedule.

Please note that you are free to change your mind at any time should you wish to stop participating. You are not required to give any reasons and ending your involvement will

have no detrimental effects on your training or your rights as a student within the university.

Benefits:

It was found by trainee teachers who took part in the pilot study that having the opportunity to reflect upon their experiences on practice directly complemented their work towards *QTS standards Q7a) and b) and Q8: Personal and Professional Development* and fed into other teaching- and learning-related aspects of the standards. Findings may give rise to insights which could benefit future trainee cohorts in this or other Teacher Training Centres.

Risks/Disadvantages:

It is not anticipated that participation in this study will involve either risk or disadvantage.

Confidentiality:

Anonymity will be created by replacing your name on transcripts with a number. When referred to in writing you will appear as 'Participant #'. Your original details will be kept in password-protected files and locked in a strongbox on a secure site. Your data will be kept for 12 months after completion of the thesis then destroyed. If your involvement ends, or the study ends suddenly, your data files will be deleted or shredded.

Review and Approval:

This study is being carried out under the review and approval of the [names of my research centre, department and supervisors]. Any queries you have regarding this project and do not want to approach me about can be directed to either of them. They can be contacted via [contact details].

Email contacts:

[here were the names and contact emails of my supervisors]

Consent:

You will be asked to sign a form to say that you have read and understood this document, had a chance to ask questions and to give your consent to the proposed use and storage of your data until such a time as it may be destroyed.

S.McIntosh October 2011

Appendix 8: Participant Consent Form

Trainee Teachers on Placement: An Exploration of Contextual Influences on the Development of Situated Agency in the process of Becoming a Teacher

PhD Project

[My name and contact details were here]

[My department details were here]

Project Outline:

This study aims to gather qualitative data from a small sample of training PGCE students at the University of X. The data will take the form of transcripts of three semi-structured interviews carried out between January and June 2012 and accounts of the schools from the trainees, university tutors and school-based professional tutors. The data aims to illuminate the processes at play during trainees' placements and the influence those contexts have upon their development of situated agency as they train to become teachers.

Dissemination:

The data will be anonymised from the start and will be analysed and written up as a doctoral thesis. Transcripts will be made available to participants during the course of data collection and any findings which arise may be communicated with the PGCE course co-ordinator and tutors in X university, or, in the event that it is applicable, inter-institutionally.

Participants' Role:

Participants will be interviewed three times to reflect on their three placement experiences identifying those felt to be important in the process of becoming a teacher in the context of each placement school.

Participant Consent:

I confirm I have read and understood the Participant Information Sheet, Version (1), dated October 2011. I also confirm I have had the opportunity to ask questions which have been answered fully.

I understand my participation is voluntary and that I am free to withdraw at any time without giving any reason.

Data may be reviewed by authorised personnel within the Education Department at [my university] and will not be shared with anyone beyond research supervisors. Confidentiality will be maintained in compliance with Data Protection Requirements and ensured by replacing names with a participant number. Data will be kept securely on discs in locked storage on password-protected computer files.

I give my permission for relevant individuals to access data arising from this research project.

I agree to take part in the study.

Participant:

Name [print]: _____

[sign]: _____

[date]: _____

Interviewer:

Name [print]: _____

[sign]: _____

[date]: _____

Appendix 9: Transcripts of Interviews: Cases P1, P3, P5, P8

9 (a) Interview 1, Participant 1,

Weds 18th January 2012 9am

Q1 What brought you to study at X?

P1 Well I'd been up north for 8 years and I wanted to move south to be closer to my family and I know that X is considered good university from friends who went here as undergraduates and it had vacancies and I applied and I got in

Q1 What about the studying part? What brought you to study, to train to be a teacher?

(1.00)

P1 Well it had been my ambition, from an early age, to be uni lecturer, I had done a PhD, and after a while I realised that it was really hard and it was the teaching side I really liked and it was the teaching part that I wanted to do more there was not enough teaching and that is what I had really wanted to do, rather than just research also teaching well I can teach anywhere and allows more of the actual teaching, which is what I wanted to do so I get lots of interaction with students rather than like in university lecture, or being in front of the computer screen all day which, I didn't want

(1.34)

SM So you are already talking about that student focus

P1 Yes that's right

SM Em you wrote on your form that you were a STEM ambassador; how was it, how did you find going in to schools?

P1 Well first of all I was talking about her research and I did very much the academic thing so it was going in and talking about my research work and mostly this was at GCSE-level kids. I got really good questions, questions that academics don't ask, and I enjoyed that, it was just much more fun than talking to stuffy academics. I was a bit scared by younger kids, like when it was below GCSE, but I enjoyed the experience, I thought they weren't as scary as I'd thought they were going to be

SM Did that experience help guide you towards deciding whether to teach primary or secondary?

(2.53)

P1 I pretty much was sure that if I was going to teach it was always going to be secondary just because I think it takes a difference sort of person to be a primary teacher than a secondary and I saw myself teaching mostly at A-level: it is like I see myself as a physicist who teaches rather than a teacher who happens to teach Physics I find A-level Physics still really interesting so I just want to be involved in that type of thing rather than some really low level stuff

SM So you've got all that subject knowledge and from that background it sounds well, like it is ingrained

P1 Pretty much, yes, definitely.

(3.54)

Q2 Can you draw teaching practice experiences as a series of ups and downs

P1 Oh you mean a graph? I thought you meant like a picture [laughs] OK [thinks and draws]

(5.11)

SM Interesting

P1 [laughs] em do you want me to annotate it as well?

SM Well I want to talk to you about it but if you want to doodle on it as you're doing that that's fine

P1 Oh OK

SM Em you put some points in and then joined them up so do we look at them as possibly, as key moments or turning points when the direction changed would you like to

choose one that you felt was particularly key and tell me about what happened at that key moment

(5.38)

P1 A key moment? I'd actually say it's a this one at the bottom em cos what that is about is I had this one lesson, quite early on, that was, fantastic, it was brilliant lesson – everything worked, students loved it, mentor loved it and they learned quite a lot and she knew that next lesson wouldn't be as good cos you can't be that good every time, so that is really sort of an apparent drop cos my next lessons was fine but I felt it was em em

SM artificially inflated?

P1 It was artificially inflated yeah... back to normal, also that coincided with it had been three weeks and I took on my full classes at that point and it went and and the tiredness kicked in and I didn't have as much time to put in same amount of effort into every lesson as I had done so I felt like I wasn't doing as well but actually it was fine and then cos when I started getting on with it it started picking up towards the end when she was happy, with my lessons that sort of thing [points at last bit on graph] so that one

[6.41]

SM so this turning point there (indicates 5th point; this is the one P1 had indicated as key turning point but had just described the previous one, a high point, point 4)

P1 Just em just, I'd had the good lesson, I'd gone back to normal lessons but I know that I wasn't going to get any worse or it wasn't going to get any worse but I had started making steady progress, on, em, you know you have your first lessons and there is so much going on and you're not really aware of what you need to work on but after s- at this point [points to 5th point] I was goin like right I need to work on this and like you can I started building up little bits that started coming it all started coming together gradually and rather than jhaving like one good lesson one bad lesson I just got gradually more consistent so it [the graph line] headed up

(7.25)

SM What gave you that feeling of settling in? One or combination of things?

P1 The fact that I wasn't spending as much time planning lessons, that I was getting my lessons in, you know getting them in 24hrs beforehand, fine and that they were decent lessons, they weren't rushed lessons em means that I could focus cos at first the focus is on getting the lesson plan done, it's not so much on how, you know, how am I going to you know have my presence in the room, you know, am I going to demand hands up all the time? Not shouting out? You know, little things like that actually made a really big impact on lessons you know that focus on that, Because your lesson plan is done, and it's sorted and you know your subject and it's fine so all those smaller things all sort of coming together to helping your lesson plan

(8.18)

SM So with that actual, you talk about those small things that make a big impact, that's about the 'craft' of teaching rather than the content-

P1 The stuff that you can only learn by doing it

(8.38)

SM In classroom, when you remember that there was a moment of choice-

P1 Yeah (laughing)

SM Describe moment? Can you show me where it is on the graph [P1 writes 'choice' after point 5, about 2/3rds of way along trajectory]

(9.06)

P1 Em I'd taken over a Y7 class and it was probably like my second lesson with them and the first lesson they'd been good but it had taken a lot of time to get them to be quiet so the teacher said that what he does is like gets a really heavy book and drops it on the floor and it makes a really loud bang and they all go Ooh! What was that and I should try that so it came to the 2nd lesson and I wasn't really keen cos I thought it wasn't I don't think I could pull it off really anyway everything I had tried to get them to be quiet wasn't working so I looked around I couldn't find a heavy book and I remembered that some teachers would hit the table with a metre ruler or something so I picked up a er heat-proof mat that was lying there and hit it on the desk and it broke [laughs] it didn't fly off into pieces it went like that [mimes braking into two with her flat hands] and a little girl at the front was like Miss! You've broken it and I was like no I haven't and I just thought, that doesn't work for me I couldn't do it I tried it again later with my Year 8 class a really good class I had a big folder and I dropped it on the floor and they just thought, oh you've just dropped a folder and just carried on talking and I was like that doesn't work for me I, I'm and shouting doesn't work for me either like loud noise, doesn't work and I thought like I'm not ever doing that again I will try and figure out other ways, I haven't figured out how to do it yet [laughs] but I will try other ways I'm sure there's a method

SM summary – she had prob, sb gave solution, tried and failed, being scientist, tried again to make sure,

(10.38)

SM But it was the effect on you or the effect on class that made you decide not to do it again?

P1 Both, I think the class, cos it wasn't natural way for me to do it the class didn't respond to it because there's some who bang on the cos I know there's a young NQT who just bangs on the board and she's quite small but she made a really loud noise and they respond to that I don't think that would work for me, I don't know why I just think I'm more of a I would just like stand there quietly and I give I have quite a good stare or you know my look, my teacher's look and that tends to work most of the time but the problem is that when the whole class is being noisy, you have to get their attention and then give them the look em so I haven't got that down yet

SM I reflect a little on personal conviction when carrying out actions, the style having to felt right for the action to have an effect...

(11.54)

Q4 Thinking about your time at your HS, was there anything you felt you wanted to do but couldn't/ had to do but couldn't or didn't want to

(12.17)

P1 Em well I would have liked to do some A-level teaching, but wanted to I sat in on a few lessons and I understand that they've got exams coming up and they want someone who knows what they're doing to help them get these kids prepared for their exams but I spent a lot of time on KS3 and although it was fun I felt like it was exhausting and also I kind of haven't done any Physics for a long time now and I'm thinking I don't know how to teach Physics any more because I've forgotten everything because I've been so busy doing Biology and Chemistry that I've forgotten all the Physics so and I know why they do it that way, it makes sense and I'm looking forward to Block 2 when I will be able to do it but I would have liked to have had a chance to teach in Sixth Form where the teacher was just very like, just sit there and watch, you know, just, don't interact or anything, you know just sit there and watch and that's it don't do anything which is OK but after the first two lessons it's not so interesting any more

(13.23)

SM Are you doing combined science?

P1 All Sci PGCEs do all sciences, but you specialise in your Science so because at KS3 you are expected to teach all the Sciences, maybe even at GCSE, but by the A-level you specialise into your own subject

SM So when you go on prac you may be not be doing specialist subject depending on what their timetables are like?

P1 Yeah well I think that especially on 1st prac they put you in school where you *don't* teach specialist subject to help you catch up which makes sense, I just miss Physics, I like Physics [laughing]

(14.18)

SM I'm looking for a time when you were teaching class either in a way you didn't want to so you've got some subject material but how you do it is a bit of a personal choice re the way T presents content to children, was there a way where you couldn't do it the way you wanted? Might not have been – or did your ideas fit in?

P1 The thing is at my school the Science department especially said do what you want, try it out, thing is they never said, I think someone would have said if I'd got really stuck or something which I don't remember doing, they would have said oh do it this way

(15.33)

P1 I remember there was one time, I was teaching the circulatory system and I had in my mind to have them all acting it all out I'd have I'd cut out little red and blue blood cells and they'd carry it all around and, I was about to tell my mentor and she was oh this is how I would do it and said what I was going to do and I was like that's what I'm going to do so that was kind of worked out well cos what she said was what I was going to do anyway so but most of the time they let me do what I want so I taught things how I wanted to do it taking they had their

(16.00)

P1 'Wicked' SoW which is awful they don't like it, they take bits from it [explains the package to me] but it's a really bad scheme to be honest and you can take bits from it and I don't think anyone actually uses the lesson plans they provide because they are terrible so all the teachers themselves do it their own way so they were like do it your own way so like I did if I'd done something really awfully wrong they'd have said maybe next time do it this way but like it didn't happen so

SM Were you perfectly comfortable with that level of them standing back?

P1 Yeah – I know that if I had need more help they would have provided it

(17.05)

Q5 Which teachers fitted in well at HS?

P1 Anyone who was a good teacher and who pulled their weight; taking advantage of other members of staff led to grumble a little bit but the whole department got on really well and they were all, like even the Head of Department and teachers who had been there for years they were always asking each other for help all the time

[fire bell test]

P1 Does that always ring at this time?

SM Yes

P1 Yes OK, eh so very helpful chatty teachers they were a very accepting group so anybody really

SM Good teacher? Expand?

P1 Eh somebody who engages with a class, really I think and eh get them doing what they need to do in a way that doesn't cause any problems

SM get the job done

P1 Yes, getting it done, maybe getting the job done but doing it in a nice way, not, most of the teachers are actively enjoying it, you know, they grumble and moan, they come back next day and put a lot of effort into their lessons so they are obviously liking it really

(19.00)

SM So 'pulling their weight'? Talk to me a little bit more about that

P1 Em cos lots of the teachers have other roles so that means they can't contribute to other meetings or activities so they might say that one teacher who is asking for help is actually wanting them to do it for them but actually not just wanting help he wants them to do it for them and I wasn't realising that it is his role and responsibility to do that, so why is he asking us to do it for him?

SM summing up: open and communicative dept, egalitarian and communicative; nice atmosphere?

P1 Yes, exactly. Very collaborative. They would just offer us advice out of the blue. Or just re-do a lesson plan and share it. Someone offered to email a lesson plan she had adapted, really welcome

(20.40)

Q6 What kind of teacher are you being compared to the kind of teacher you want to be?

P1 You mean where I am compared to where I want to go? Yes. I thought I'd be stricter, I've been given top sets so I think behaviour has not really been an issue, I thought that the better they are the more relaxed you can be and that's just how it has been em when I first watched my mentor, I thought her style is just like mine, though I haven't done a lot of lessons but I have done a lot of presentations and when I watched her then the way I used to do the presentations and the way I was teaching well watching her just helped to solidify that for my style and

(22.00)

P1 then when I was with another class I suddenly realised how different it is being in another class and necessarily you have to change the way you are with every class and that's quite scary you think oh that's not working! And you think oh I have to change

SM Eg?

P1 I changed from Y8 to Y9, the Y8s were really chatty and answered lots and the Y9s, obviously they were engaged in the lesson but there wasn't a lot of rapport with the Y9s compared to the Y8s. Although I only taught them 3 lessons on my own and though we covered a lot of ground we didn't have that back and for you know, it didn't help that class teacher introduced me as scary person he did it as a joke but he did they were doing the National Grid and power generation which is partly what I did in my PhD so he was like she knows everything about this and if you're wrong she'll know about it and they sort of went oooh! [scared sound] and he was joking a little but it was maybe a bit like oooh! They were a bit like I don't think they knew how relaxed I was going to be with them scared them; didn't gel.

SM Going back

P1 Not till summer; and don't know if will teach them again

(23.52)

SM Q7 Key people's influence?

P1 My Mentor was a positive person; lessons went well but she was honest, came out with issues when they arose, she was concerned at first she would offend, but I assured her that I thought this was good and I enjoyed the praise she kept my feet on ground, would say don't worry, next lesson won't be as good, she was younger than me and straightforward

SM v encouraging; a similarity of outlook about what should be happening in classroom encouraged you to carry on in your style?

P1 Yes

(25.51)

SM Q8 What kind of trainee is valued there?

P1 One who is willing to try stuff, another trainee there wanted to check that her lesson plans were OK all the time and got a lot more input from other members of staff and maybe needed a bit more advice or need help but I was happy to work things out for myself, em I felt staff accepted trainees, letting them join in staffroom banter, and they were all positive about previous trainees as I said the staff are very accepting, I think they would basically accept anybody who wanted to teach, as long as they turned up and did the stuff...

SM Do you want to say more about the other trainee?

(27.27)

P1 She had a lots of ideas and shared resources but thought she needed more reassurance, well than I did, I was content to have email confirmation that my lesson plan was fine and I might indicate what next week's plan was as well

(28.04)

P1 Maybe cos I am a bit older, I think I am more prepared to think that if a lesson goes badly, not to take it badly, whereas the other younger ones who come straight out of, not that she came straight out of university, but she wanted reassurance that her lessons were going well – I was probably too busy thinking about something else

(28.27)

SM Was that the impact of your prior teaching experience?

P1 No I don't think it was the prior experience, I had just always been very independent since I was little, and doing a PhD made me used to doing things on my own and I knew help was there if I needed it

(29.10)

SM You are maintaining a perspective so judgement of your progress is not based on the way one lesson would turn out, is that something encouraged within the school or something you have brought to it?

P1 I don't know if it is encouraged, I think Science PGCEs set the bar high for themselves and I think they are struggling now, some of them, to meet those expectations whereas I have, I want to do well in all my lessons but I come from a particular work ethic where I work, I will work hard but I won't to the extent that I am not doing anything else and burn myself out, I am very much more laid back than some of them, em you know what, every lesson isn't going to be brilliant em my first couple of lessons my mentor said you're working too hard, you are working harder than the students are, that is supposed to be the other way round, and once I learnt how to do that, it really takes the pressure off. And sometimes I, I mean I still put a lot of effort in to preparing resources and that sort of thing but in the lesson itself I am doing less and that helps, and that sort of realisation that actually they are supposed to be doing the work is like makes me feel calmer...

SM Sounds like very timely advice you were given there

(30.37)

P1 It was very good advice yeah that is something that actually if I'd known beforehand, I may have changed first couple of lessons a little bit, em, but you are so worried about what *you* are doing that you forget it's the students who are supposed to be working, but, obviously like say in the first year and specially in the second year you work harder than the students do cos you're trying to everything but eventually, I mean most teachers you know in the department, they don't do lesson plans, they just go in and do a lesson whereas we're doing all this background work beforehand, it's exhausting and you can't do that for the rest of your life

Section D

(31.36)

SM Q8 Any you'd like to teach in? Any like your HS?

P1 V modern school; traditional; mm; no I don't like that, instinctive; laughs; oh; that looks like HS –(Vauxhall: Vict block with modern glass features) HS mish mash of arch style, has grown; said liked the doctor's surgery – not imposing, bit of greenery, windows nicely done so it will be warm

(34.00)

SM Imposing?

P1 Not helpful for education – more like a prison; envt sets tone for school; unless school counteracts that;

SM this one looks like diff't things going on behind those diff't windows?

P1 Yes, bit of an effort made to make it look nice, diff't size blocks [not uniform], idea that other bits might be diff't too [infl from HS?]

(35.03)

SM Not imposing – related to your teaching style?

P1 Imposing style not good – best way to teach is for it to be a two-way street, ideally...

(35.40)

SM Show you a few more

P1 looks like a 6th form college (?); imposing face- daunting; nice one; LBTS 6th form college-y' my sister's school (abbey type); that looks like a factory (Highland) would not want to work there; looks alright, bit different (modern one, girls with kilts); no, no, wouldn't want to work there –too much money on their buildings (the futuristic white one); looks quite nice, lots of different buildings...that's not a school!

yes, they are all schools

looks like a rubbish site! (Pimlico)

(37.57)

SM H'greaves stmts – any jump out to describe your HS?

(38.27)

P1 Def facilitative – (SM - can you mark them?, hands pencil)

P1 collaborative definitely; curric tailoring def; use SoW as a guideline but a lot of them and I certainly, didn't think what is on the test at the end biut how can I make this stuff interesting

(39.54)

P1 shared inquiry; I want to do more of getting students to ask questions; they get the ss to do a lot of research

SM shared means..?

P1 everybody – the teachers and students asking questions; the students doing evolution –this is boring can we do practicals – they just ask me. no! Something like that – I get them to think about things – the Mrs Gren thing about life [acronym for 7 characteristics of life: Movement, Respiration, Sensitivity, Growth, Reproduction, Excretion and Nutrition] relevant if they become scientists;) I want them to ask Qs about life outside the classroom; another T asked me Qs about my PhD so we learn from each other

SM last Q

(41.45)

SM Describe one or two which represent the kind of school your HS was [*note – ask Q before handing the cards out!*]

P1 looks through, sorts into two piles, chooses to talk about corridors – kids calling her 'miss' was important to her – she liked that they recognised her outside the classroom as a teacher; other PGCE ss put it on FB when they had been 'Miss-ed' in the corridor. Made us

'really pleased with ourself'. Liked when child asked her to look after something for him: the trust that implied.

45.02

Finished with Qs

Sent comp feedback – not being good with writing found this hard; esp the first Q; I read through and found that it was consistent what she had said about HS in int.

SM 46.51 asks name of school...stopped tape at 46.43

Wednesday 18th April at 13.45

SM Can I ask you to tell me about your childhood experiences of secondary school?

P1 OK. That's an open question. I went, secondary school, I went to a new school, it was a very small, all-girls, public school, boarding school. I started boarding straight away.

SM New to you or new-

P1 -new to me, well actually the school itself was brand new, it just merged two schools, two independent boarding girls schools had just merged, but we were on different sites so in the first year I was in what used to be the X school but had been part of the XX school. And there were about 20 boarders and about the same day girls in my year. I don't really know what to say about it I loved it. I stayed at that school up to the end of A-level, we moved onto the same site, so different site on my second year, Y8, as it was yeah I really liked it

SM How exciting like that where you get to have sleepovers with your friends
[laughing]

P1 Yeah it's not quite, everyone thinks I went to Hogwarts [laughs]

SM Yeah thanks J.K. Rowling.

P1 They all stay up till midnight and can do what they want but we had a bell for dinner time then a bell for the start of prep then a bell for the end of prep then a bell when you had to go to be, until you got a bit older and then you could be more flexible but at the start it was like, bells! Bells in the morning, bells in the evening.

SM And that was from the age of 11 then?

P1 Yes well I had been boarding a little bit beforehand but that had been prep school but this was just secondary school, I boarded the whole way through, I think, yeah.

SM OK

P1 Had to think.

SM Were you near your family?

P1 Sometimes. When I started [explains the several places her parents lived, in UK and abroad]

SM So what took them around so much?

P1 Oh Dad was in the army.

SM OK. SO instead of changing schools,

P1 Yeah cos back then we seemed to move house about once every one and a half years so I would never have got a straight education with the same teachers and friends and things so they had always had in mind that I would go to boarding school

SM So was that your experience of primary school then? Moving and moving?

P1 Yes I had primary school in X-shire, then I went to school in Central America, that wasn't so much a school, it was just a building that kids went to in the morning. And then I came back and I started at prep school at a private school [says where], then a boarding school, still [repeats place] and my parents kept having to [travel to see me] at that point it was complicated

SM Sounds it. Were you with your sister?

P1 Most of the time yeah, well she started boarding when she was a Junior when I started at secondary school cos she'd been able to go to primary school [mentions place] next to my parents so when I finished at XX school, she left and went to a different boarding school closer to my parents, she didn't really have the same experience of boarding school that I did, I loved it she hated it

04.08

SM Small year groups as well

P1 Yeah, I think in Y7 there were three form groups with 25 to 30 in each group. By the time we got to sixth form there were 16 people in my year group, the whole upper sixth, just 16, four of them were Chinese and didn't really talk to us so it felt really small, ridiculous but it was just like normal

4.33

SM Interesting. [Sets up Q2: graph of CS teaching practice, y-axis is better (up the line) and hard (lower down the line)]

P1 [draws] So it started off fine cos the first week I'd missed the induction dates so I was doing that, so the first week I didn't really teach that much, then I started teaching which I started to enjoy, maybe that [pointing at dip in line] could be a bit further on but there, I went from doing not a lot of teaching to having a full timetable and the first week was fine but I cos I didn't just teach but I had to plan the next week as well and it just got really, really hard [laughs] and I think I was ill at the same time and it was just, it came to the point where I was thinking if this is what it's like now what's it going to be like at NQT year? But then I got over it

06.59

SM Could you tell me what classes you had. So first week observation, week two what was your timetable?

P1 Timetable was, Mondays I had Y7s in morning, Tuesday Y12 class in the morning followed by two Y10 classes in the afternoon

SM A double lesson? Or two different classes?

P1 A double, eh, two doubles with two different classes, and the Wednesdays was generally quiet I had Y13 in the morning, I'm sure I had something else in the morning, I had Chemistry Y7s in the evening, the afternoons definitely, Thursday was a busy day, I had Y10s in the morning, double Y13 just before lunch, something and then another Y7 Chemistry, no not Y7 Chemistry, what did I have on Thursday? I had Y12 on a Thursday as well, yeah Thursday was Y13 double, Y12 single and a double of Y8 Physic. Thursday was busy and Fridays I had another Y10, another Y12, Y7 Chemistry, Y7 Physics. So it got, I was doing lots, it was great. So that dip, was really hard but once I got over it and I felt, I learn how to quickly plan a lesson plus after a couple of weeks I was teaching Radioactivity to Y10 *and* to my Y13s so all I had to do was build on something, and I was alternating the Y7 classes with the Chemistry cos they were out of sync so if I taught one Y7 group something this week I'd have to teach the same but to the other group but the next week so that kind of made it easier-

SM -So it cut down on the planning

P1 Yeah, once I'd got the hang of it

SM You could teach it more than once, it's always nice, that's the benefit of teaching more than one of a year group

P1 Same with the double Y10 class. They were at exactly the same point in the timetable but I had them, both classes from the start of the Radioactivity topic right to the end so I could make sure I planned the same and make sure I'd tweak it for each class, cos they were both top sets so it didn't make much difference

SM So full range there, from Y7 to Y13. You said there 'once you got the hand og quickly planning a lesson'.

P1 Yeah.

SM How did you learn that then?

09.41

P1 Eh, I had no choice, It was a case of if I didn't plan the lesson I would, wouldn't be able to deliver the lesson and I didn't want to do that so

SM So what kind of things did you change then?

P1 Em

SM As you speeded up your planning?

P1 Well it changed as I learnt how long it would take classes to do stuff, so the Y8s would take forever to plot a graph so where I'd planned for them to take 10 minutes it really had to be 20 minutes for them to plot a graph cos they just took forever. They're really bright boys but they're, so, in the whole school, they're really bright boys but they take their time doing the work which was not what I was expecting. So I could plan a lot more for them to just do it and I knew that if I had 10 minutes to fill, I'd be able to drag it out a bit and they'd be happy, they wouldn't riot on me, you know, which took the pressure off and then em and with Chemistry it wasn't too bad cos the lessons were

planned for me. All I had to do was go in and set it up, and tell them what to write down or what to do, then they'd do the experiment and it would take the whole lesson and it was just a case of watching them and making sure they don't burn each other so it was a case of taking the lesson and at the end of the lesson reviewed it so that's, after I realised that was all I had to do the I could actually focus on working out what the practical was itself so that didn't take much time but lesson planning just became a case of realising what resources I could use to double up, like I could use resources from the Y10 Radioactivity with the Y13s Radioactivity and tweak it to make it a bit more relevant to them but I always felt sorry for the A-Level students, cos they don't get to do as many fun activities so I would try and bring those in, they got the work done so there was time for it and then I had two different Y12 classes and one of them were doing all their assessed practicals for the first few weeks and then doing lessons whereas the other group were doing the lessons and then the practicals, so once I'd planned the lessons for the first group, and I was doing practicals with the other, then the other group were doing practicals, I was doing the same lesson with the other group so I'd already planned them. I had to tweak them a bit because they kept denying that they'd learnt stuff beforehand but it just, I don't know, it just became a bit easier

SM So quite a load then first of all, and do you think, was that a bit step change from your first school?

P1 Yeah, I definitely hadn't felt that, I had time at my HS to plan really convoluted lessons though I remember feeling really stressed then but now, it was nothing compared to what I had to do at, in Block 2 [laughing]

SM Experience is a wonderful thing. With hindsight, so kind of streamlining, er, what's the word I'm trying to think of for you

P1 Planning

SM It's about efficiency isn't it?

P1 Yeah

SM And sort of not doing more than you need to because time's so

P1 Yeah, cos what I did was, I printed out like a blank lesson plan and if I had 5 minutes I'd go right which ones are blank? Write down, 5 min, do some sort of starter, this is what the point of it is and I could either spend 20 minutes just going boom boom boom, plan, or I could piece it together as the week went on cos I was thinking so far ahead and sort of by the time I got there it was already almost done for me, you know, I just added bits here and there

SM So was there a process for presenting your lesson plans to class teachers or did they not?

P1 Em the first week, it was more discussion, er one of the teachers, he was a bit more keen on seeing lesson plans, he wasn't my mentor he was another teacher but even with my mentor that quickly disappeared, it was a case of do you know what you're doing? And I'm like, yeah I'm going to, and I'd always say, like, I'm going to do Maths Defect with Y13s,

I'm going to do little, some, my mentor had some slides that I had access to that I'd always taken as a framework to use for lessons but I'd always change them quite a lot because they were very different from my style and I'd say I'm going to use a couple of your slides and I'm going to do some practice and I'm going to do this and he was like right fine, go for it cos at that point they weren't even really watching my lessons so it was just like verbal do you know what you're doing and if I was like I don't, like I think a couple of times I was like this with one of the other teachers, I'd go like I'm teaching your Y8s and I don't really know how to make a whole lesson on this topic. We did a like, Conduction Convection Radiation, each was a double which just was a really long time to focus, especially for some bright boys, on something so small so then it would be like I don't know what I'm, how to fill it out and they'd go oh like do this and I'd go oh OK thank you that will take them 20 minutes

14.30

SM And this is reminding me a bit of how you described things at your HS

P1 Does it?

SM about your coming up with stuff and not necessarily waiting to be told what to do, sort of, I'm doing this, is that alright and I'll go ahead with that then. So a similar sort of thing here?

P1 Yeah definitely

SM Compared to you HS in that respect?

P1 Em yes. The first week I was very much with the, like I was going Cosmology with the Y13s and I hadn't taught any A-Level before so it was very much like he gave me the slides that he would use and so I used that as a basis to build on and after that though I very much had a clear idea of what I wanted to do and he was happy with it so I kept going

15.21

SM Ok that dip then does that represent you finding it difficult to find a system to cope with the planning

P1 Yeah

SM Speeding it up here, realising things are actually getting better

P1 Yeah yeah me realising there wasn't actually enough time in the week to do all the work I had to do and then I get to a point where actually I realise well actually I managed to do it last week so I can probably do it this week so it was still hard but eventually it got to a point where I was like, you know what, it's OK, I can get it done, I wasn't worried, I was, at this point I was turning up like on a Thursday morning thinking the lesson's going to be awful cos I haven't planned it properly, even though my plans weren't sort of the planning we were supposed to do, it was like a time thing [I'm not really clear what is meant here] so that was the first time I ever thought I'm going to have to say to the class teacher I can't take the lesson, can you do it? I didn't but I got very close to it and in the end it was actually a really good lesson so I sort of realised that actually I am sort of putting a little bit

too much pressure on myself really, it's all coming from me, everyone else is happy with my lessons so probably-

SM So in terms of expectations of what you had, did you say something about not having the timings did you?

P1 Well no I, my lesson plans started off like 9.00-9.05 – they come in and sit down, 9.05-9.10 starter on board or whatever it was, 10 o'clock introduce topic

SM So that detailed

P1 Yeah it kind of ended up being a bit more like, I know they're going to take 5 minutes to start, 10 minutes, you know, first 10 minutes will be questions, after that it will be 20 minutes of practical and it was a bit more like, cos we're supposed to have these lesson plans where you know we, you know I mean at HS I was like 9 o'clock to 9.03 get them settled, 9.03 to 9.05, take register and that's how it would go on. I did, literally, I stopped typing them out cos that took time, I'd scribble on a piece of paper

SM Mm. Why, what stopped you from asking your mentor to do it then?

P1 Well because, I'm not very good at asking for help, I know that and I went in and he said how are you feeling? And I said actually I'm not really feeling too good about this lesson and he went oh, talk me through it so I talked him through it and he went oh you'll be fine and I was like, OK. And I was like at that point I either say no I can't do it or I just wing it. I know he'll be there to take it over if it goes horribly wrong so I just thought well I'll see how it goes and if it's embarrassing then it's not like I'm going to be staying at that school forever [laughing] I'm going to leave in 4 weeks time, it doesn't matter. So I was just well I'll see how it goes and it was actually probably one of the best lessons I did in the end so, well they seemed to really enjoy it, we all had a good time and it went really quickly so yeah

18.05

SM Oh that's interesting. Do you see a connection between you not having, escaping the rigidity of the lesson plan and the success of the lesson?

P1 I think, especially because it was an A-Level group, you can be so much more flexible with them, cos you know, I came down to my Y13s and I said, I'd forgotten something so I said just hold on a minute I'll just go and get this, you can do that and the Y13s will quite happily wait or carry on reading what you've got to do or working on some thing or looking over the homework that you just handed back and I realised that in this school you can do that with all the years cos they're very well behaved so you don't have to be like polished and actually if you're a bit more relaxed and a bit more, you know, the staff there if, they'd forget something as well or the projector would break and the students would be perfectly happy to accept that that happens and it just, a bit more, they see, I had a bit more rapport going cos it was just a bit more laid back and I was really flexible in my lesson planning anyway you know, I'd normally say, specially at the end I'd say let's not do this let's not do that so and I wasn't looking at the clock all the time I could just sort of tell how things were going and just be changing stuff all the time. I normally had back-ups anyway cos, that I had prepared but most of the time I didn't use them or, I took something else out instead and used it. I just went with whatever felt like was going on

19.33

SM And is that different to your HS?

P1 Yeah well I'd always had backups and tried to be flexible but I'd planned quite well so yeah, specially towards the end once I knew the students I stuck to the plan anyway so I stopped doing so many back-ups at the end whereas this time I always had something else to go to or they, er were really big on, they had a really good supply of worksheets for like A-Level and GCSE at this school so I knew that if the worst comes to the worst you know the thing in the corner, we could all go through the worksheet together or I could do something with the worksheet, not just give it to them, get them to do it but we could do different things. I never actually did that but I knew it was there if I needed it so

20.13

SM And what, why do you think there was that change then? To a more flexible style?

P1 Because in the first block we had to have so many observations, had to be observed so many times for each class every week. We had to hand in a lesson plan 24 hours beforehand, the lesson. There wasn't anything like that at that [CS] school so I could actually focus on learning the material myself so when it came to the lesson, if someone asked me a question and I knew the answer, we could go down that channel for a bit or you know, so I allowed for, I expected that in every lesson, well you can't plan for that so what was the point of planning for it? So, and I was observed a bit but most of the teachers were at the back doing their marking or coming in and out so and I hadn't heard that we had to be observed a certain amount of times and had to have the sheet filled out, I didn't know we had to do that a certain number of times so I just did it as and when so everything was more flexible

21.13

SM That's interesting so, is that everyone's experience?

P1 A lot of people have said, I don't know lots of people said there wasn't as much time lesson planning and other people have said lots of time the teachers weren't in lessons, weren't in classrooms, you know, come in at the start, come in at the end or come in and out a couple of times, they weren't there watching them

SM And the approach to what am I trying to say? The lesson observations of you, is that supposed to decrease as the course goes on? Or do you think this school you were in-

P1 Well I asked my tutor and he said we were supposed to have been observed once a week with the class in Block Two as well, but I sort of said well that doesn't really happen and he said well it doesn't really matter. I think in Block three you can be observed if there's something in particular that you need to meet on the standards and you want to, you know, you know you've got a lesson where that is being done you can asked to be observed and they will make an observation [unclear word] to say that you did the standard but they don't have to be observed as, for any set time or anything apparently

22.24

SM I want you to think about a key moment when you had a choice to make in a lesson [sets up Q3]

P1 I can't remember the details of what I had in mind to do but it was one of the last lessons I had with my Y8 set who I hadn't had a great time with, they weren't my favourites, there wasn't really anything wrong with them but they weren't my favourites and it was a shockingly bad lesson, really, and I'd planned it really well in comparison, compared to, I'd planned it, cos it was a topic I wasn't happy with so I'd planned it quite carefully and it just went wrong, em the practical didn't work, the class were being boisterous, they were being easily distracted I don't know why well it was towards the end of terms so maybe they were getting a bit sort of end-of-term-happy, I don't know, and I had backed up, I had several different worksheets to do, a practical to do and I had some board work to do as well and it got to the end of the lesson, the lesson was going really quickly as well, so I got through so much, cos nothing had worked, so we got through it all really quickly. We also broke the laws of Physics that lesson as well which just messed up everything, I was like how, cos I had-

SM -what do you mean?

P1 a flask of water, two thermos flasks, it was radiation, but like heat radiation, two flasks of water in like em thermo flasks, one hot water, one room temperature water, with a thermometer in each, you're supposed to see it, so you do that at the start of the lesson and at the end we'd all come round, have a look and see how the hot water was still very hot and the cool water was still very cool, so the hot water had dropped its temperature a little bit but the cold water had got hotter [laughs] which was impossible so I was just like grrr! [frustrated noise] [laughs] So that was just like-

SM -Nothing was going right [laughs]

P1 We were going to write up about that and talk about that, but I was like, well we can't do that

SM How strange

24.36

P1 Yeah the radiation thing hadn't worked and then I thought I'd get them to do some creative work, you know design your own thermos flask using what they know about Conduction, Convection and Radiation, they didn't want, they really didn't like to do that and I ended up setting it for homework, but they were like, I don't understand and I was like well use your imagination, they were well how do we know if we get it right and I was like well, use your imagination, they weren't that, obviously, that wasn't the sort of group where they liked to do that sort of thing, em so I ended up doing a little bit of both, I didn't use the worksheets in the end because I thought they probably wouldn't be able to answer them properly and I thought they'll ask me more questions and i might get them confused, so I figured let's just put that to the side, and I did some work on the board which was just basics, I was trying to get the basics right because we'd all got confused with what happens and I saw in the homework actually that they had got it completely wrong just because I hadn't done, I understand what I had been teaching but I hadn't been able to get it across properly so it just descended into chaos, it was horrible

SM From your point of view it was horrible?

P1 Oh yeah.

SM From their point of view, do you think they noticed anything?

P1 Well I'm not sure, I think they could tell the lesson was lacking in pace because they got a bit sort of chatty and,

SM Restless?

P1 Yeah and the teacher said it was slow in pace cos the stuff went so quickly at the start and I should have used everything I had backed up, it would have been very repetitive but at least it would have been going and they would have been busy, em I'm not sure the students could tell really that it was necessarily, I'm not sure they could tell that I didn't know what I was doing but they could definitely, they responded to the different sort of atmosphere than we'd had in the past so

SM So can you just clarify for me what your choices were? When did you make the choice?

P1 It was towards the end of the lesson when the thermos flask experiment had been, I'd set it up and did some other stuff like copying in their books and stuff and then at the end of the lesson we came to that and I was going to get them to write up *that* sort of experiment and then we were going to talk more about thermos flasks in detail but that didn't really work. There was no point in us writing it down because it wouldn't mean anything to them so they were just, we talked about thermos flasks and how they *should* work, which we did and they had, cos I'd decided to give them the homework to make their own thermos flasks so we had to do that cos I was thinking of maybe giving them the worksheets for homework but I thought well I'll get them to write them down and then do that for homework and if there's still five minutes, those of them that are finished copying it down can do the worksheets cos then not everyone has to do the worksheets, you can just give it to those who are finished, I thought it would be a bit more flexible than waiting for everybody to get to the same stage, so I made that decision, I don't know if it was the best one or not but that's what I did

SM What do you think, why did you make, was, were you alone in the room did you say?

P1 No not that one no

27.40

SM So what prompted you to make your decisions as you did at the end there?

P1 I wanted to make sure that as many people in the class as possible were doing something, useful, so those of them who were still writing up, you know copying what we had on the board, we had a big picture on there as well, of the flask which I'd drawn with the waves coming in, some of them could do that really quickly and others would pretty much ten or twenty minutes just to copy it down so if I let them all get on with that and then I could use the worksheets to keep everyone else busy with the worksheets while

everyone else caught up whereas if I'd got everyone to do the worksheet, they'd all probably have finished it at the same time cos they would have worked on it together and then we'd have had to add on the drawing on the board which some of them wouldn't have finished before the end of the lesson

SM OK so that's why you decided to do it in that order

P1 Yeah

SM So you knew the class quite well by then. What sort of stage was this? –week..?

P1 -year 8, er either the last or the penultimate week

SM OK so you'd had them for four or five weeks then. Week five or six.

P1 Yeah it wouldn't have been, I think it might have been four weeks, what happened is I didn't teach them in the first week and I don't think I taught them the second week either

SM Ok but this, is this something that could happen at your HS?

P1 Yeah, I think so. I mean we were talking about it afterwards, with the teachers, and they were saying you always get lessons like that even if you've been teaching for years, where everything just goes wrong

SM This is interesting for me because um from the Arts side – sounds like I'm saying the Dark Side – [laughs]

P1 [laughing] yeah

SM and, you know, we are not trying to replicate results if you like so it's interesting to me to hear about where you are expecting something, but i mean that is odd, like you said

P1 Yeah, every Physicist, every Physics teacher or Science teacher I've talked to have said yeah, especially in Physics, don't expect your experiment to work because nine times out of ten it won't and you'll get some odd results and you'll have to spend time explaining to students why it doesn't work which is useful for them to know anyway, it's quite useful for them to be able to know why it doesn't work and we always deal in models and we have to explain why this model isn't, well how it does explain this particular concept and how it doesn't, providing misconceptions and stuff like that so, I don't know what it's like, presumably, remembering my Art lessons, you go off and you do some project work but in Science you, especially in Chemistry, you have five minutes to set up the experiment, half an hour to do the experiment, five minutes to put away the equipment so you have more, it's easy to compartmentalise the lesson when you've got experiments and practicals to do whereas I suppose if you're in an English lesson it's a case of discussion and, maybe have bigger blocks, but we have more and someone is probably going to break a test tube or burn themselves or something

SM Yeah there's that, and then, so, let's take it up a level to the situation where you felt that you weren't getting across what you needed to get across

P1 Yeah

SM And you had on hand, it sounded like the worksheets were in the room

P1 Yeah yeah I had them on a table next to me

SM Is that something that you would have had on hand in your HS as well or would they have, would it have been more difficult to come up with something? And another thing? And another thing? And another thing?

P1 Yeah at the HS I never really used worksheets because they didn't have a good supply and the SoW that had been bought into was rubbish and I avoided using it at costs, a couple of sides here and there but they were just cheesy and the students didn't like them but at this school they had a huge resource of worksheets which, I think at first someone had made up by themselves, they'd added questions from other different worksheets and then added them all together so you had something that covers, organised a whole topic and others, I didn't like to base a whole lesson on them because I think that I set the occasional homework or I had them as back-up really or I used one question from the worksheet or something like that more to sort of save me time coming up with my own questions really because I probably would have asked the same questions really but they were already there so I thought I might as well use them, but I would often have, specially the Y7, 8, 9, have one worksheet that I'd take out of the file before the start of the lesson and have it in a classroom so it was there so I didn't have to go and leave them to get it or interrupt another class cos they were kept in another classroom so I'd have to interrupt another class to go and get them so I didn't have to do that. I didn't always use them but I did use them more than I had in my HS.

32.19

SM And that's something to do with the way you have access to things and also what the department *does*

P1 Yeah, yeah the school, cos our students are very good at sort of the Maths side of Physics, they're not too good at the concept side of Physics because they've got these worksheets, they've probably got quite a few worksheets in the course of the year and perhaps they didn't spend as much time just discussing, or getting every student to understand the concept so much cos it's kind of easy to fall back on the worksheets and I had to kind of stop myself from saying oh I'll just do a worksheet cos I didn't really like just standing at the front of the classroom and just watching them do some work, sometimes in a way it's good to just go and you get to see individual students and help them out but some of the worksheets were quite extensive and could take the whole lesson which I thought was a waste so I would literally just pick a question and put it on the board instead of giving them a worksheet but use the worksheet to get the question in the first place

33.24 [Q4]

SM Thinking about what we've talked about already can you tell me if any of those experiences affected you practice to the extent where you think well that's part of the way I teach now and it's something I'm going to take forward when I go back to my HS and beyond?

P1 I er, specially with their Maths skills, even though I said they were really good at the Maths, their Maths skills in terms of asking them to do something different to what

they'd done before mathematically, it was very bad, so I started, specially with the Y13 group, I started really challenging them. I didn't expect them to be able to do some of the things I asked them to do but I wanted them to think about it and that is something that em surprised me, I mean I gave a worksheet to Y12 and they were rubbish, so bad, I just couldn't believe it and I thought it's because they don't understand the questions, I mean they know the formula but they don't know how that formula works in the questions and they go really, really badly wrong, so I will always now, instead of, cos there's a lot of Maths in Physics so it has to be accepted that some part of your lesson is a block of maths, just has to be, but the way I'm going to do it is different, I'm going to make sure the questions are really hard to be honest, it's not going to be this is the formula, calculate this, it's going to be a situation and they're going to have to know which formula to use, that it's this formula and not that formula

SM So they have to understand it enough to select the right formula?

P1 Yeah that was really lacking from my Y12s, not so much for the Y13s but we didn't really do a lot of Maths, but not the Y12s and it became clear that they didn't really understand the concept, but I mean, probably doesn't really mean very much to you, but Hook's Law is a very fundamental law that you do at secondary level physics and they knew Hook's Law and knew it had to do with stretching springs but they didn't somehow it didn't come together properly so when you asked them a question about stretching springs they didn't think, oh I'll use Hook's Law, which is really weird because you'd think, well obviously we've just done this, done Hook's Law you think they'd get it, but they didn't. So it was a bit like strange. It was useful for me though, marking their homework to see them all do the same things wrong and I could tell, it was the first time, in Block 2, I did a lot of homework marking so I could see, this whole group they rushed their homework, they made really stupid simple mistakes so I made a decision, I decided, for the rest of my career, they use the wrong units, don't give them the mark, if they put a decimal point out of place, they're not getting the mark, because that's the only way the learn cos the next homework, when I'd marked them really harshly, so much better

SM Right

P1 And the understanding wasn't there but they'd used the right units, they'd used the right standard form and that was there so they'd get more marks but then come to the exam, unfortunately, sometimes it's just about getting the right number and not the understanding so you have to make sure they can do that as well as the understanding so it was, scary, scary to see their homeworks, really scary

36.35

SM So that's a very subject-focused element there

P1 Yeah

SM And as a Physicist you say there's an element of Maths, and, well I don't know about this, are they getting the same, is there some overlap between, presumably some of them who choose A-level Physics are also doing A-level Maths

P1 Yeah

SM And is there an overlap between the two or are you

P1 There is, there is overlap. Not everyone at this school who does A-level Physics has to do A-level Maths but I think everyone I taught *was* doing it but it became difficult when I was explaining derivation of a formula, they don't need to know, they're not going to be asked the derivation of this formula in an exam but otherwise I'm just telling them this equation exists for no reason, so I derived it and I derived it two ways, a fudged way which is using averages basically but I told them it came from integrating but some of them in Y12 they'd done differentiation but they'd *only* just started integration in Maths lessons so I had to give them just a really quick rundown of what integration is and I could tell them that it didn't make much sense to them but I was hoping that when they come to do it more thoroughly it will all come together and when they come to revise and they look at their notes they'll think oh, I get it now that I've done it a bit more in Maths so it's a little bit awkward cos I don't really want to confuse them so that they go into the Maths lessons already confused cos I don't think the Maths teachers really appreciate that but I couldn't just say, there are the explanations that you sort of find in the text books for it that doesn't use integrations is a really bad fudge and when the students are quite inquisitive they'd be like but that doesn't really make any sense you know because it's not really true so that, I mean, they don't need to know the derivation so I could have not told them but I just think, in the long run, they need to know where this stuff comes from, they don't have to learn it, but they're probably quite happy just to learn it but if those students go on to do Physics, or go on to do Engineering or something, I'm hoping that at that point they'll think oh yeah now I get it, it will come together over all perhaps

SM You said something like that in the first interview about the Mrs Gren thing, about why are we doing this and can't we have

P1 They'd already done it in Y7 and I was doing it again with them or something

SM And you were saying well if they go on with this, this is something they need to know

P1 yeah

SM So you've taken the long view

39.08

SM Yeah I don't, the problem with Physics is, when you come to do it at university, well we all realised, that everything you've been taught didn't give us the skills we needed to do Physics at undergraduate level so, I'm quite aware of that now and I know that sometimes you just have to force stuff in their minds but when you can just push them a little bit further and I don't expect them to be able to, and I tell them not to worry about it if they can't do it and some of them might be able to do it and some of them might not so like one of the Y13s I gave him a bit of a clue and he went oh I'd know how to do it if I could remember that particular rule and I was like well obviously you're not expected to remember the rule but I was like so, you know, I just think it's one of those thinking skills things that you just don't have time to do in Physics because we have to do the Maths and the concepts and the thinking skills is sort of put in there every now and then so I just try to put a little bit in in every class, every now and then

SM And how did that go down with the Y13 class?

P1 [laughs] With the Y13ds actually I'd given them warning, I'd said to them I want you to recall integration of locks because we're going to possibly use it and their faces went [made panicked face] oh god what are you going to make us do and then I told my teacher what I was going to do and he was like they won't be able to do it but I said I know, but I said otherwise I give them this exponential equation which I just pluck out of thin air, what does it mean to them? Whereas they know the first equation and they know the last equation even if, you know we've got, we were really ahead of schedule and some of them, specially the more mathematically-minded people, if they can at least follow it through they'll know that they don't have to learn it and I showed it, I gave them ten minutes so that they could discuss amongst themselves and see if they could possibly work it out, I gave them the, start here, get to here, sort of equation and the none of them could really do it and we went through it step by step and they were sort of following and you could see them thinking, not sure I understand but we got there and they were like oh that's where this exponential comes from and I was like yeah it comes from the integration of Lock and they were just like, oh OK and then you could just say, cos they were like, there was a graph and you just, I hope it made them retain the equation itself a bit more

SM And it's a bit like providing context isn't it rather than, as you said, something being plucked from the air cos, you know, then, you have a grasp of when to apply something

P1 Yeah

SM OK, so just to clarify, the teacher of that class, what was his response to you doing that?

P1 He said that they won't be able to do it and I told him why I wanted to do it and he was like have a go and see what happens, he was quite curious to see what happens, would happen, he was quite interested to see what would happen and at the end he was like well I didn't think they would get it but he sees that some of them might have benefitted from it but he's not sure he would have done it

SM But he was OK. It was like a kind of experimental scenario

P1 yah I mean there was lots of stuff in his lessons where I gave stuff a go and he was like see what happens, so, cos we had loads of time with that Y13 group so you felt quite supported to try stuff out

SM Were they all like that, your class teachers on the whole?

P1 Yeah, pretty much. One of the teachers was very nice but I think he was a little bit, I think he was, he never left my lessons, I mean he was engrossed in his own marking he wasn't really watching but he was like, wouldn't leave the lesson that much, probably because he has been told he has to be there all the time and it's his class and he's responsible but even so, I said a couple of things and he said oh I wouldn't have done that or I saw you try that and it didn't work or something and he was like yeah, just try stuff. They were all like that, they were like I don't know, give it a go and see what happens and some of the stuff I did they were like ok I might try that next time I teach that and sometimes they were like I wouldn't do it that way and actually with they10 class, I had two doubles after each other, the teacher said to me after I'd done something, I wouldn't have

done it that way so the next class which I was teaching exactly the same thing, I did it his way and I would have preferred the way I did it in the first place, so that was really good actually cos I got to quickly see how changing the way, the way, it's the same experiment just in a different way and in a different class and it didn't work as well so I could see this instantly how actually the way you do things has quite an impact on the class so that was quite useful

43.40

SM And compared to your HS, that kind of being able to experiment, being free to approach things in the way that you liked, was that similar there?

P1 Yeah at HS the staff there were very much like, I'd come up with a lesson plan and they'd be like that looks good to me, or I did a couple of things and teacher would never even have thought of doing it like that in fact one of them, the teacher did do, he wanted to borrow, he wanted me to explain how I did it sort of thing so they were quite willing to try stuff and if it didn't work, well, doesn't matter, it's still go the, it's not like it doesn't work it's a catastrophe it's just it doesn't get the point across brilliantly but it does work. It depends on the mood of the class, you know, If you did the best lesson every and the class aren't happy they're not going to respond, are they?

SM Mm. Windy days, Friday afternoons,

P1 Last day of term, Monday mornings

SM Yes the last lesson before the Christmas holiday

P1 Yeah

44.49

SM Let's talk about what elements of your practice were developed at CS. We've talked about it already, have you got anything to add other than what you've said so far?

P1 No, really it was just being able to cope with the workload, and I got on, my skills of being a teacher at A-level was improved cos I didn't know what I'd be like at A-Level or, I didn't know if I would be you are students, I'm a teacher, listen to what I say but actually it was more like friendly, let's have a chat about Maths defect today, why not? It seemed a little bit false but it was like that so that was a good skill I could relax and be a little bit more informal with the students so,

SM Is that something you would take back to your HS? Have they got A-Level there?

P1 Em I've got one Y12 group next block

SM OK

P1 I think so, it depends, the teacher, I don't know, if it's the class I think it is then I think it will be the same, quite informal sort of but I don't really know

SM And the way you've come to plan your lessons, is that something you're going to be able to carry forwa-

P1 -I hope so! [laughing] I hope so, I don't know exactly what the mentor is expecting in terms of lesson plans, given that I don't have any areas of concern about my progress, in the first week I'll probably want to discuss it quite a lot, but after that if I say are you happy that I just get on with it, especially for Physics, I think I've got a Biology class that I'm going to lesson-plan for cos I don't know anything about Biology but with Physics especially, if I have to say, I'd say can I just get on with it and I'm sure most of the staff will be like yeah OK

46.48

SM Thinking about schools, we'll move on to the next section now [sets up Q6 – photos]

P1 None of them really remind me of CS cos it was a mish-mash of buildings, it was right next to X Cathedral and the staff room was in a prefab porta-cabin

SM Really?

P1 Yeah and I suppose the Science Department was a red brick building, it wasn't particularly old or anything, there wasn't any particularly modern-type building, possibly because they were right next to the Cathedral so they couldn't build there

SM Ok and are there any you like the look of that you might want to teach in? Are you drawn to thinking oh yeah that's my kind of place

P1 Not that one [60s state secondary]

SM The state secondary?

P1 Either of the other two would be OK, not really sure, I've not got a particular preference between those two

SM OK and do any remind you of your secondary school?

P1 No sorry.

SM That's OK. Moving on

48.32

SM [sets up Q7 – statements]

P1 [reading] It's quite close but I'd say for my CS local solutions arising from situated certainties, something that I suppose I experienced a lot of there

SM Can you give me an example?

P1 Well there were only four Physics teachers there and one of them was the Head of Science so he wasn't doing as much teaching so the three of them were often doing the same thing side-by-side but doing it very differently depending on their class, time of day, whatever practical was available so although they were sort of, although they had the same syllabus and even the same SoW, I did, the two year 10 classes that I taught, there were four other Y10 classes, I did my lessons back to front from the SoW that they were all doing

their lessons from because it suited me better, and that way we could spread out practicals cos we only had one set of radioactive sources and, just every lesson seemed like that, they were like whatever suits you, if you want to do it this way, then *do* it that way

SM So a kind of tailoring them curriculum, that's one of the-

P1 -Yeah curriculum tailoring as well, that, things like one of the teachers was feeling ill and said I was going to do this but can I swap it and do this instead, and they did that and there were opportunities to do things as and when

SM It sounds quite collaborative

P1 Yeah, very, constantly, cos it felt like there was just the four of us, just me [names other three Physics teachers, all male] cos the Head of Physics, I never really saw her but the four of us were like Physics teachers and, I mean me and X were like doing Chemistry as well but you were constantly saying, like are you using this vacuum today and they'd be like oh no you can have it sort of thing, informal but sort of continuously going on

SM So you knew what was going on in the room next door, sort of thing?

P1 Yeah or knew where they were in their syllabus type of thing so we all got to the same point, to do the test, type of stuff, so

51.53

SM So I think I probably know the answer to this but when you were talking about it in Interview 1 you described your HS as decidedly Facilitative. Now you've got something to compare it with, do you still stand by it?

P1 Yeah I still stand by it, the problem with this whole Facilitative/Determining thing is that, at some point, in every school, they have to get the information to sit the test, but I think on the whole both schools are Facilitative, I definitely think I prefer that to be honest, em I was a bit surprised when I started at the CS and I got given these SoW, and I went oh do I have to stick to these? And they were like oh no you don't have to stick to them, they're just there for guidance, cover them at some point but in any order you want, sort of thing, I was like oh good, cos I wouldn't have liked to do it any other way and you could teach your own way, I mean you could be really strict and I had to be stricter with some classes than with others and it was just very you know easy going

SM So if you had to say one was more Facilitative than the other would you be able to put one further up the Facilitative ladder or would they be on the same rung or?

P1 Well you see, I'd lean to say my HS was more Facilitative but I didn't teach a lot of A-Level and GCSE back there so, the Y7 syllabus is generally more open so I am sort of, not concerned but I am curious to see how they're going to be in terms of, cos I've got a Y11 class as well and I know they've got their exams really soon, so are they going to expect me to stick to a certain system or are they, I don't know, I know that when I've spoken to the Y12 group teacher he was like we're going to be doing past papers and I was like oh can I do *any* past papers? Can I do any subject area I like? And it seems I can, so I think it's going to be *as* facilitative as CS so they're probably about the same

SM Well we'll do this again the third time we meet

P1 See how it turns out

SM Yeah see how it turned out

54.06

SM OK have a look at these cards [sets up Q8 – cards]

P1 [leafing through, chooses Line-ups] I'll go with line-ups, something, although they did do it at the HS, they had to line up outside classrooms but at this school because the Science block was so small they had to line up *outside* and they had little painted rectangles on the car park floor which, where you, depending on which classroom you were in

SM Like car parking spaces for groups? [laughs]

P1 [sighs] Oh, yeah, basically it was so tight, the cars, and students everywhere, so every lesson, apart from A-level, consisted of making sure the classroom was ready, going downstairs, trying to find your group amongst a sort of swarm of students, getting , there, getting to make sure they're uniforms were all correct which wasn't really as big a thing as the HS but still it was done making sure they were all quiet and then picking your moment to take them all in cos all the teachers were out there wanting to get their group in so you had to go, wait a minute, right go! [laughs] and you had to get in before them as well, but also like, specially when the weather was nice, I'd go out a few minutes early and be like so is everybody ready for the lesson and they'd be like, oh what are we doing today Miss? And I'd give them a little bit of, oh we're going to do a test or with Y10 I'm like we've got radioactive sources in the classroom so I need you to be calm and not mess around so i used that time quite well to set the lesson or, one time, I said right we're not going in yet, put your bags down, and we went, we actually lay down in the car park to feel the heat of the tarmac and stuff and em it was just, I don't know, it was quite a big part of the school day, going out to line ups and also you hear what the kids are talking about there's a duck pond, some of the ducks were fighting so the whole of the lesson I could hear the kids were talking about whether the ducks were still fighting but because I went out there I knew what they were talking about and I knew that if I drew the blinds on the window they wouldn't be tempted to look at the ducks, before the lesson started, so

56.35

SM Well that sounds like something that has arisen because of a physical restriction of space-

P1 -Yeah definitely

SM -you were working in. Was that in an old part of the school?

P1 Not particularly, I don't think. It wasn't as old as one of the original buildings. It had been added at some point. Separate building, it was, they all had little separate buildings. This was just the Science department right in the corner

SM It always amazes me how, I don't know, schools should have room for students to move around in [laughs]

P1 [laughing] Yes I know! The corridors are so small and one stairwell, so when you've got classes coming out and classes coming in they have to meet on the stairs

SM It's kind of similar cos at the HS you talked about the corridors

P Yeah

SM That's a sort of Physical, a thing that sort of impacts upon what's going on up here [taps forehead]

P1 yeah and if it's loud in the hallway before you get them it will still be loud in the classroom but if you get them to be quiet outside they'll be come in really quietly, I mean with the line-ups for the Y7 Chemistry class, it was a bit further away, so and after the first lesson they came in really noisily I'd stand outside and be like right quiet now and I'd actually wait until all the other classes were in so they couldn't be noisy and hide it so they'd always come in this classroom nice and quietly and maybe a little bit of chatter which I don't mind but they'd come in and get started and I'd be sort of like oh, good.

SM And so did you not have an issue with corridors in the CS then?

P1 What do you mean by an issue?

SM Well were the corridors, because it was a place, it was the way you described it as difficult in your HS, just what are the corridors like in your main, er, your CS?

P1 HS corridors are quite wide and there wasn't really a corridor there was a little entrance-way to the Science area and little stairs you could go up, that way, that way [indicating right, left with hand] and a little tiny thin corridor and in the corridor were where the pigeon-holes were and there were often sixth formers hanging around as well, cos I didn't have a key to the classrooms so sometimes I couldn't actually get into the classroom so I had to go and find someone so there were people hanging around so

SM Where was this, in your-

P1 -in CS yeah so it was just like no-one spent any time in the corridors, you just walked through them, or to collect homework

59.04

SM So you didn't have a key to the classrooms? That must have been [unclear] at times

P1 yeah well the Head of Physics was very strict about locking all the doors but the rest of the staff weren't so unless the Head of Physics was around the doors would be open but if she was around the doors would be locked and I'd just go up to open it with all the sixth formers behind me and I'd be like, er, I can't get in, so obviously they can't cut a key for every student that turns up so I just had to go and find someone to let me in, it didn't happen that much

SM OK, we've covered quite a lot of this already but we're going to move on to the last section.

59.35 [Q9]

SM Have you got anything to add about the kind of teacher that fitted in well at your CS?

P1 I think someone who is prepared to know that it is going to be stressful, if you'd gone in there thinking it was going to be wonderful and easy you'd have been wrong, I mean the staff would have helped you, they would have done, but they'd also have expected you to take the initiative a bit

SM Who the trainees?

P1 The trainees yeah

SM So they value, you said that at your HS as well

P1 Yeah well the staff were really nice and really helpful as well and at one point my tutor came to me and said, you know what, don't set any more homework. You're struggling and I was like, OK, I won't, thank you sort of thing but he'd obviously noticed that sort of thing, so that was there but at the same time X [mentor is named] was like, I love the fact that you can just go off and I don't have to worry about you, you just go and do it and I know that you will, so anyone who is prepared, I think that if you needed a lot of hand-holding they'd be, after a few weeks, right, come on you need to do this on your own whereas I think that X [mentor named] was expecting to do a little bit more hand-holding than he actually ended up doing, but they would have helped someone if they were actually struggling

1.00.53 [Q10]

SM And in terms of how you were able to be on CS placement compared to the type of teacher you want to be, it sounds like you were able to be how you wanted to be and were quite happy with that, Have you got anything to add?

P1 No, I definitely, being able to teach so much A-level, that's definitely where I want to focus my career and the job I've got, there isn't actually a Y7 or 8 in the school so I know I won't be teaching Y7 or 8 which I'm fine with I mean I enjoy it but I like the A-level teaching, I still think of myself as as much a Physicist as a teacher so I still want to do the Physics and definitely being at the CS meant I was entirely sure that was the case, whereas at HS I thought, oh I am quite enjoying Y7 and Y8, wasn't expecting that but not, well I enjoyed it but I preferred A-Level

SM And did you notice any marked differences between how you were as a teacher compared to how you were in your HS?

P1 I was firm about how I wanted the classroom to be, a bit firmer, I thought I had done that in HS but I don't think I had as much, so a couple of times I said to the class, these are the rules of the classroom and if you're good I'll let you do this and I'll let you talk, I said to them, I will let you talk if you do this, whereas at the HS I'd wanted to do that but I hadn't because I had thought it might come across a bit like a bargaining but actually I thought, they're Y10s, you know, tell them what to do and they'll be OK, like 10 minutes of hard work and 20 minutes of fun, that's something I was able to do more here

SM And will that go back there, to your HS with you?

P1 Yeah cos it worked. It depends what the students are like, I will give it a try

01.02.48

SM And just thinking about the advice thing, and when you get advice you're in a position of being able to choose whether to take it or not and you've been given a lot of advice since September. What prompts you to take some advice and leave others?

P1 It's a gut instinct. Like I said with the Y10s, I can see why he did it that way but I think for *me* I don't think it would work, I just don't think I'd be able to get that across. Em I tried it anyway and it was fine but I still thought I wouldn't do it that way. So it was just a gut instinct I think, or if something's really, really not working then you'd maybe think well actually maybe they're right but I've never had that situation arise, it's just been a case of well, maybe I'll try it or

SM So it's really making a decision on how that sounds, how you imagine yourself in that position and whether it feels right for you and the style you teach, or you as a person?

P1 Well both, same thing really. One of the things I changed was to make sure the whole class was engaged, whereas the way he did it, a few students would be doing a practical and the rest of the class would be doing something else and the whole class would rotate round and I was like well, it would depend on the class, if you could trust the class to work on their own then it would be fine and obviously in this case it was but I was like perhaps if it was a class I didn't get on with, I wouldn't be able to trust the to get on with it so

SM So it's what suits you and what suits the class. What helped you the most on CS practice? If it's something you've mentioned before or not

P1 For my mentor to praise me and say something was really good and I was like, I'm always expecting the worst and you know what I can teach good lessons, so I think that marked it out him saying you did really well and him saying at a certain point I don't even need to be in your lessons anymore because I'm not worried

SM So he showed a bit of faith in you

P1 Well, they said, feeling they trusted me took the pressure off a lot

SM And that was successfully communicated then

P1 Yes

01.05.34

SM Em the last thing [sets up Q12 – BaT graph]

P1 [draws – fast!]

SM Wow! You get smarties or something for being the fastest to draw one – what is the wee blip?

P1 That's the point in Block 2 where I thought for the first time that I wasn't going to be able to do this, but I got over it, I've, it sounds a bit arrogant, but I've always thought I'd

be a good teacher so I haven't started at zero, I started, if I had gone straight into a job in a private school without any training I'd still have been able to be a good teacher, it might have taken a bit longer, I'm glad I did the PGCE, since day one, I've seen myself get better, little blip, get over it

SM It's a *tiny* blip, it's hardly a blip at all [laughing]

P1 I know, at the time it felt like huge [laughing] now it's like, little blip, that's OK

SM Well it's all about perspective isn't it?

P1 Yeah

SM Well we'll be repeating that exercise at the end of the next interview which I'm just going to talk to you about a little bit before you go but I'm just going to switch off the tape now

9 (c) Interview 3, Participant 1,

Meeting Room

SM Interview 3, Participant 1, five past three on Wednesday 20th June em the first thing I'd like you to do is to draw your experiences during PoT3 as a series of up and down movements so we can then talk about some of the turning points that you may have experienced during this practice and, yes what are you going to call that y-axis?

P1 [drawing and writing]

SM Is that enjoyment?

P1 Yeah

SM OK can I just have a look at that oh [looking at what P1 has drawn] alright OK this is interesting

P1 Yep. It's hard to remember actually what,

SM It's already in the past?

P1 Yeah it's gone

SM You've got your job as well to think about so em, let's think a little bit about the shape of it then em...can you choose a, you can call it a turning point or a chance of direction or a key moment for you

P1 Yeah

SM and tell me what happened

P1 Em, well this block was quite different from the others in that it was very em samey there wasn't any particular pattern but at first I enjoyed being back at school so I went up a little bit em but then you know I I had really difficult classes and, was tired so as it went on it just died down a little bit and just sort of stayed the same quite monotonous just carried on going

SM Until?

P1 Until right at the end when I realised I was finished [laughing] and it was amazing

SM It shot up

P1 Yeah and the ;last couple of days were fine cos I could just like you you know it didn't matter any more even though like I had some really really horri- horrible incidents that happened like literally in the last last two days

SM Mhm

P1 But it didn't bother me so I was just like mm, move on

SM So em...can you describe something that was a turning point em, like tiredness or a kind of realisation that or, I don't know there's a kind of change and the line starts to well it rises quite a lot and then

{starts to tail off

P1 {Mm yes I was

Excited to be back in teaching after the Easter break and all the assignments were over I wanted to get back to teaching

SM Mhm

P1 So the first week was good and I got was getting into it and then I realised that all my classes were, so different, I had lots of low ability classes, I had two groups of Y7 who were uncontrollable almost I mean they weren't horrible but they were unco-operative, argumentative and we were doing Biology we were doing reproduction so I knew it was going to be hard going and I I don't pref- I don't dislike Y7 and *b to teach but they are not what I enjoy the most and I was doing a lot of Y7/8 Biology

SM Can you just give me a quick rundown of the classes you had on your timetable?

P1 I em had two Y7s, two sets of Y7 sort of bottom and middle set, I had bo- a lower set Y8 I had a middle set Y9 Biology I had em, I had top set Y10 Physics and middle set Y10 Physics and I also sort of sat in on a bottom set Y9 and Y11 middle sets em and a lower sixth year, Y12

SM So Y11 middle you sat in as well?

P1 Well they were doing revision so I was just like helping out with revision

SM Like a sort of TA-type

{where you're not responsible for the planning?

P1 {yeah like being around the group yeah

SM And Y12?

P1 Again they were doing revisions so I was just there helping out

SM And the Y9s sat in because they were doing

{SATs revision?

P1 {Oh that's I wasn't given them

As a like a class teacher I was supposed to maybe take them on later but the teacher I did a little bit with him there but the teacher was I don't think he was keen on me taking them on properly so

SM Even without those ones where you sat in that's

P1 Yeah yeah

SM a lot

P1 It wasn't as much as my CS

SM No but that was like ludicrous! [laughing]

P1 [laughing] Yes it was! That was like, yeah

SM you were practically doing a, was it an NQT load or was it even more than that, I can't remember?

P1 No it was only sixteen hours, I was only teaching a half timetable so yeah

SM Ok lots of classes though

P1 Yeah just lots of them

SM Yeah

P1 Smaller lesson time so more lessons

SM So you felt that...em, given that your preference is for the older children and the top set with the you know so you can get, delve into your subject

P1 Yeah

[5.00]

SM You weren't getting the chance to do that and it

{sort of took a week for

P1 And I was doing a lot of Biology yeah

SM that to sink in yeah of what the term was going to be like

P1 Yeah and I was just doing so much Biology yeah I had like every Wednesday morning I had the Y10 top set Physics and that was like the highlight of the week you know [laughs]

SM So the two 7s, the 8s and the 9s were all Biology were they?

P1 Biology yeah

SM Wow...oh.

P1 Yeah, and I'm not teaching Biology next year so I was just like I don't care [laughs]!

SM Yeah well that's a big thing isn't it?

P1 Yeah

SM you have to see the purpose to what you're doing

P1 Yeah

SM And em you said something horrible happened or
{horrible things happened

P1 {Yeah right at the end

[5.32]

P1 I had my Y8 class there were two well three boys in there that were quite difficult and we had to constantly separate them and one at one point was excluded and another one was you know I had to Safety Net a couple of times and then one of the boys em right at the end of the lesson no sorry right at the start cos we were getting laptops out him and his friend- they're kind of friends but they play off each other and wind each other up and he em they were like throwing bits of paper at them while we were waiting to get laptops out and he the taller of the two of them he just *shoved* the other guy up against the wall properly like

SM Lost his temper

P1 U-huh yeah and I had I'd never had to deal with any like I I know that they probably wouldn't have fought but it could have em [says name of boy] probably would have shoved back just instinctively and I had to send him out and like there was all the discipline like that had to go with that and then he came back in the classroom and he was crying and I was just like well you can't be violent in school it just kind of ruined it really cos we'd worked so hard to kind of get these three in the classroom to behave and I kind of thought we'd *just* about done it

SM Mhm

[6.34]

P1 but no, it didn't work [wry laugh]. That was just kind of like hmm [indistinct word]

SM Mhm well this em that might be one that you choose to talk about but the next question is about key moments in lessons where you had a choice to make that you feel was significant, I mean you can choose that one or you can choose another one where you can describe the moment of choice to me and the options that you had.

P1 Mm. I don't think that one was particularly significant cos I knew what to do I was like I'm not tolerating violence, you're out sort of thing so not really em [sighs] I'm trying to think of something er...does er sorry what was the question again exactly?

[7.22]

SM you've got a moment maybe in a lesson in which er you had to make a choice em and that mo- er that choice felt significant

P1 Choice, yeah

SM To you like it wasn't clear

P1 Yeah

SM what the next obvious step would be so you had to weigh up the options

P1 [indistinct]

SM and you could describe to me the choices you had, the one you made and what became of it.

P1 I had, one of my Y7s were quite a naughty group and it wasn't like there was one big moment it was loads of little moments when I had to decide enough was enough with them

SM OK

P1 And we were doing Reproduction and of course lots of the boys just thought that was hilarious so and I gave them some leeway but sometimes I had to say enough was enough and I had to get really...tough with them because...they were very lazy and...they wouldn't write stuff down and I had decided that I was going to push Literacy on them, whether they liked it or not [laughs]

SM Mhm

P1 Because they're going to have to learn some time and the teacher was he agreed sort of thing but it was every lesson they were constantly pushing back and I had to give them some leeway or not and I tried different things like rewards to sort of get them to do things which sometimes worked for some but not the others and one of the boys was really, sensitive and we were talking about issues around fertility and adoption and it turned out he was adopted and I hadn't been told that and it was like, what do I do next lesson? Do I just skip over it and errrr em I we didn't need to talk about it anyway so it didn't come up but and he he was prone to just flip out when something upset him so I er was luckily it happened once but the TA she handled it great and I just, carried on with the lesson and let her deal with it which is the first time I've really had to have a TA in there and seen the value in that case cos most of the time when she was in those lessons she would just stand at the back laughing [laughs] cos of what we were talking about and just helped them out but that was the first time that I thought actually I'm so glad that she's there cos I can carry on with the lesson

SM Mhm

P1 He can calm down she can deal with him and he can come back so that was like I had a split second there where I was like should I go and see if he's OK or should I just leave er leave it alone so I just sort of left it alone and I think that was probably the right thing to do it was just like small behaviour things or something

SM Mhm so this is quite an interesting process though because em... because em, as a teacher you have to make all these decisions all the time on a minute by minute basis and they build up in a sort of incremental way a bank of experiences which you draw on and which help you make future decisions so you you were doing that process in micro with one class

P1 Yeah

SM And and so you were able to adjust em and try things out and see what worked for some what didn't work for others and em what did it get to in the end so you obviously, first to establish, you had the you had some licence to do that

P1 Yeah

SM You were given the

P1 Yeah

SM Sort of freedom

P1 Yeah

SM There wasn't another their normal class teacher in there going [*sotto voce*] don't do that [laughs]

P1 No he was we talked about it beforehand he was very hands on he liked to discuss a lot with a class he'd had similar problems with them he'd basically said I mean I saw his first lesson with them and it was just the same I mean it was like they're so easily sidetracked- I mean they're interested but only in what they want to know so obviously we're doing like sex and all that sort of stuff and you know they were very very narrow minded about certain points but and he struggled to keep their attention for the whole lesson as I did and we sort of always talked about how to sort I mean we rearranged the seating plan every lesson you know and even if I didn't do it I'd tend to cos you know sort of 'sit over there, out of the way every lesson kind of I was like [exasperated gasp] you could like know you'd be able to get through the lesson without any em having to change something move something stop something all the time

SM Mhm so did you begin to expect to make those decisions for the the class, to come in and sort of em

P1 Yeah

SM It's like I've got my lesson, I know what there is on paper but

P1 Yeah

SM em then the improvisational element of that em getting them to find their way through that was that something that became the norm?

P1 Mhm yeah yeah you never knew what to expect there I had one em they they're not a very focused group and I er decided to do this we did it at uni the Goldfish Bowl type debate thing and I thought I'd give it a try with them cos it gives them a chance to talk and,

I told the teacher what I was going to do beforehand and he just went It won't work and I was like well if it doesn't work I'll just stop it and carry on with something else. We were there for half an hour with the class doing it and they were completely engaged and focused and I had to stop it cos the lesson ended and they wanted to carry on and [laughing] it was just like [confused expression] and the other teacher was like they'd *never* sit there not in a million years would that have happened it was like

SM A bit unpredictable as well

P1 Yeah really unpredictable so I was like lesson plans were pretty much like these are 8 things I can do I'll pick one and see what happens at the time

SM [laughing]

P1 and then just think you know so

SM So where did you get to with them in the course of the six weeks? Did that change at all?

P1 I think, not really [sighs] not really i think right at the end they were a bit more comfortable with me em, they were asking me questions like do I like teaching them? You know and stuff like that so we sort of had fun with that and I think that em you know

SM There's a choice there [laughs] how to answer that

P1 [laughing] Yes I know yeah I cos I said I said a sort of slightly jokey way No you're my worst class ever and they went Aww [disappointment] and I went no of course I love teaching you – no I don't!

SM [laughing]

P1 But they were like some of them they were alright they just laughed you know but em

SM U-huh

P1 But by the end we hadn't really got they were still very hesitant about doing any Literacy and I talked to the teacher about it about what I'd do if I was to take them on next term if I was to carry on and I sort of said I'd throw the book at them, I'd like start again and say look you guys are going to be Y8 next year you're going to have to start behaving and you know I wouldn't let anything g=fly any more

SM Mhm

P1 I think it's hard you know we tried to motivate them with reward and got somewhere but, some of the kids in that year you can see they're going to be a nightmare next year

SM Mhm

P1 And maybe it's best to try and do something about it now so I think that's [indistinct]

SM Did you did you have any of these classes on your first practice?

P1 No none at all.

Sm They were all new to you?

P1 All new. Yeah.

SM And they saved up, Y7, sex education for the trainee teacher, fantastic.

P1 Well I had yeah [laughs] yeah both my Year 7s.

SM That was a bit tough wasn't it?

P1 Yeah well it was fun. Ish. Sort of thing. There were funny moments so

SM Mhm yeah so, anyway...that kind of that class and sort of that constantly trying to find a way to get them to do what you want to sort of negotiate their acceptance of you as a teacher could that have carried on for six weeks or could that process have happened at your CS?

P1 Em, I think if I'd carried on after the half term with that Y7 group, if I'd done what the teacher was going to do you know stamp down, you know stamp down on all the silliness and get serious I think they would have rebelled hard I think they probably are rebelling hard you know their teacher was the Head of Department so I think they still would have rebelled hard against that one so I don't think they were willing to play along, I didn't have anything like that at my CS.

SM Mm. Why was that?

P1 The student have a bit more. Well it's a selective school so it's not as low ability as this class was and they have more of a drive to actually succeed they at the CS they they all want to know what everyone got in their tests they want to know where they stand and they compare themselves against the whereas in this school there's none of that at all you know you give them a test back and they really couldn't care less what they got in the tests most of the sets so it doesn't matter what you grade it I would talk about marking their books and they were just like Don't care so it was like really hard to motivate them if they don't have a se- you know if they don't care so that;s a big problem with those lower sets?

SM So is that...is that something that's intrinsic to the children or is that something engendered by the school culture?

[16.13]

P1 [sighs] I think that it's the school culture I think because there were some kids in that school who were really enthusiastic and like I had that top set Y10 and they were top set Y10 Physics and I expected them to be more like what I had the at CS I had tops set Y10 there, and they they were bright and they tried hard but their confidence was *very* low they were top set Y10 Physics but they were all like I can't do this I'm not going to pass and like well you're top set for a reason you know, you can do it and then tw- I spent a lot of time there was one girl in particular whose Maths was quite poor but, she was lovely and she like tried hard but she just didn't get it and she had that very negative attitude like oh I

can't do Maths I I'm not going to be able to do it and actually she could do it when I looked at her work but the other it was a class of like 28 I think and a lot of them were kind of I can't do it and I thought it was a real shame cos I was like you all can cos you wouldn't be here otherwise but there's just not that mentality there which is a bit weird to see

SM Mhm but they were obviously given that sense at the CS that even I don't know were they given the sense that, were they setted?

P1 Yeah

SM U-huh so they were given...I don't know were they given the idea that they were in the top set because they were clever or

P1 Yeah

SM That if they worked hard they could get to the top set or

P1 I don't know about that actually, I think that because it was a boys' school maybe that competitive edge was there naturally

SM Which was this?

P1 Complementary was a boys' school so and boys are generally quite competitive so maybe just because they were all competitive. I don't know how they work out the settings or whether there's much changing of setting cos they only set at GCSE they don't set 7, 8 and 9 at CS.

SM OK

P1 It's all mixed ability but like I said it's selective so the range isn't huge they set at GCSE so it's not like they've been setted the whole time.

SM OK...em

[18.17]

SM I want to ask you a question about something about learning what you learnt at your CS oh yeah and whether you took that back to your HS. You you devised your own system of coping with the workload there

P1 Yeah

SM Which I think you could, you know, future generations of PGCE students could greatly benefit from [laughs] the idea of filling in bits at a time so that you never sat down to an empty lesson-planning sheet

P1 Yeah

SM Em, and you also said that you had that relaxed you were able to be relaxed and informal with your A-level students

P1 Yeah yeah

SM You obviously didn't

P1 No

SM Particularly teach any A-level students there but em did any any of that relaxed

P1 Yeah

SM Or your system, go back? Or did you take that back
{to the HS?

P1 {Yeah I was a lot

More relaxed, it sounds pretty stupid but I was pretty sure I was going to pass the course so

SM Mhm

P1 I just thought I'm not going I'm *not* going to bust a gut on this last block I'm I'm obviously I don't want to do bad lessons it's not fair on the students but I just thought I'm going to have to draw some lines and just say [indistinct]. It wasn't hard, Biology, I just had to be sure of my facts and em I yeah was constantly asking other people for ideas for practicals and stuff like that

SM Mhm

P1 So I was a bit more relaxed in general but I did the same thing so if I had an idea for what to do in two weeks time I'd make sure I had it written down

SM Mhm

P1 And done that way you know I'd not be like Oh no what am I doing next week, you know, I'd have some idea em I really miss the relaxed teaching style that you have with good sets basically and having to constantly discipline...oh I remember someone saying early on don't if you have a bad lesson or a student mouths off to you don't let it bother you but if a student's nice to you take it sort of thing, so I was very much you know what, I'll do my best for the students and some of the students are lovely and I felt bad because they got often got neglected cos the other ones were taking all the attention so it was if students have a bad lesson it's not my fault, they've come in in a bad mood or or something so you just let it wash off you

SM Mhm

P1 And that was good cos like the Y8 class so so many [laughs] angry students arrived from lessons but I really missed the A-level teaching

SM Mhm

P1 And just, relaxed

SM Well who was it that said that about the s- the way
{the kids

P1 {Er it

Was my mentor and a couple of other people also said it in various forms

SM Mentor at HS?

P1 Yeah, mentor at HS.

SM OK...we're going to move on to Q4.

[20.55]

SM And we're going to look at these statements again

P1 Oh yeah

SM Em have a look and see if there's anything there that sticks out as being, something that describes your HS

P1 [reading]

[21.22]

P1 Yeah the collaborative culture again at my HS

SM Mhm

P1 It's just all the time constantly they're always bouncing off ideas off each other and asking us for ideas and quite happy to share their ideas with us and

SM So the staff would were asking you?

P1 Yeah sometimes kind of

SM The staff when you say asking others was that the Head of Department asking the Department? Or was it the Head was asking

P1 No this was just in general conversation

SM Mhm

P1 Someone would come in and say oh I've got Year 7s this afternoon and and I need something to do. They're doing this particular scheme of work. Somebody, it didn't matter who whether it was me or the other trainee or someone else would pipe up and they'd be like oh yeah I'll do that.

SM OK.

P1 Or it would be someone saying like I heard one of the NQTs saying about this experiment she was doing with her Y7s and I just thought that's brilliant and I said can I do that? And she said yeah. And you know she gave me the resources she had so I could copy them.

SM Mhm

P1 It's like they do it all the time it's like the Head of Department comes in and is oh I don't know what I'm doing next and someone says oh I'm doing this and he says oh I'll do the same you know they just they tweak it for their own classes

SM Mhm

P1 And it just happens all the time, constantly yeah, It's not formally done I don't

SM Is that different to your CS?

P1 Well there was like...the HS had like a big Science Department who were all together. The CS was they were in a Science department but Physics was up here and Chemistry was over there [indicating distances with hands][indistinct] so the only collaborative work was done within your specialist, so only the two of us and we'd all bounce ideas off each other and or they'd suggest things for me to do and I did a couple of things that they liked and kept so maybe it was just like a small there was only three of us so

SM Yeah

{there's

P1 {You know

SM There's a sort of practical need for it when you've got, you know

P1 Yeah

SM Specially if you've got a small department

P1 Yeah

SM Em...but you know some places just don't.

P1 Yeah I know

SM They walk around with their folders [pretends to clutch a folder to chest]

P1 I know like secrets, the secret resources

SM I have the secret of teaching

{under my arm and I'm not going to give it to you

P1 {and no one else is to I know I don't

get that

SM So that's one that you've picked from the – I'm trying to – from the Facilitative side do they seem to be Facilitative? Would you describe the H-Home School as more facilitative than Determining or

P1 Yeah

SM Is I mean is it a defining characteristic, the collaboration?

P1 Yeah Certainly I mean definitely in the Science Department the teachers have a lot of say over what they actually teach in the lessons

SM Ok

P1 Or how they do it anyway they have schemes of work but they had the Wicked scheme of work which nobody likes

SM Yeah

P1 So they used it as a basis to do pretty much their own thing and they're scrapping it and moving on to something else next year

SM Mhm

P1 Which they're all quite pleased about but yeah I mean the whole of the staff were involved in and I used to sit in on em Staff meetings and on Faculty meetings and em you know myself and the other TA em other trainee would em often say things in the meetings and they weren't like you're not a real teacher you can't say things you know they'd take anything you know so

SM OK and, em, comp- and your CS would you put it on the same having the same characteristics or

P1 Yeah yes em

SM Similar or

[24.48]

P1 Yeah I mean perhaps there's more of a sort of in this particular context of results-focused classrooms

SM Mhm

P1 Although yeah at the HS you had to record results I don't think anyone was, they were concerned about individuals who perhaps weren't performing as well but they weren't too concerned if a class itself wasn't doing too well wasn't doing as well as they hoped if they weren't doing anywhere *near* as well as they hoped it was concerning but I didn't really see much of the admin side of both schools but just kind of the way the students are I think. There was a lot more homework at the CS for the students to do and you had to get the marking in whereas at the HS it was if you felt it was beneficial then maybe do it sort of thing which it wasn't the policy of the whole school but it was the policy of the Department

SM Mhm

P1 But they are both pretty much Facilitative

SM Mhm OK and em the cards.

P1 OK

[25.48]

SM Have a look through these cards and see if you could choose something em there that may represent the HS and describe it for me.

P1 OK

SM To help me imagine it a bit better

P1 [reading cards]

[26.28]

P1 Can't choose [laughs] em

SM Say a bit about each one if you want

P1 Well, one of the things I remember most or the HS is the things we talked about in the Faculty staff room cos I spent quite a lot of time there in the first block. I'd I'd always go back in there between lessons and there was always a lot going on

SM So who uses that room?

P1 The all the science staff and the technicians and...and all the sort of the noise and the energy in the department comes from teh students waiting to go in to the next lesson and hte interaction between the staff as they walked through the corridors some staff there was one who was responsible for discipline so he'd always be out there saying sort your uniform out, hurry up you're late and sometimes students would go and talk to a member of staff as they were walking througha dn they'd have a little chat and sometimes there'd be an incident there was a couple of incidents in in the corridors before lessons that had to be dealt with and that that sort of sets the tone of the whole of the next lesson if something happens in the corridor em which is probably the same at my CS as well but like that's sort of more sort of like...because the energy to the building is in that sort of way that sort of...casual interaction perhaps, it was nice well when it was positive anyway it was nice [laughs] not so much when there was a fight...

[28.08]

SM OK the energy and the noise. So you've got a kind of staff only energy and noise

P1 Yes lots of noise

SM [laughs] in the Faculty staffroom and you've got the sort of the kids' noise and the teachers going in, to the corridors and the line ups

P1 Yeah

SM And kind of interacting with them

P1 Yeah

SM It kind of gives me the impression that it was a kind of vibrant energetic place

P1 Yes

SM With lots of communication

P1 Yeah

SM Lots of talk between the staff and the staff and the pupils

P1 Yeah

SM As well

P1 Yeah there was a lot

SM OK I'm quite happy with that em if you want to add to add anything?

P1 No

SM OK

[28.49]

SM This is a question about fitting in

P1 Yeah

SM With the school culture

P1 Yeah

SM em first at HS then at CS. Em how important was it for you do you feel to fit in with the culture of the HS first?

P1 With the HS? Em...it wasn't *very* important that I fi- I I wanted to be a an active part of staff but I wasn't too concerned about how friendly we would all be or you know if I was to make new friends or something like that IU wasn't too concerned about that cos I generally get on with everyone and as it sort of turns out in the HS there was a sort of like a clique-y set within the staff and the rest of us sort of, circled round the outside and I sort of went with that sort of outside circle I suppose on the whole and I was fine with that so though actually I did think the other trainee got on a lot better with them and was more sociable with them and they, there was a bit more banter with her, they didn't do so much with me but right at the end of term they actually stole my car as a joke [laughs]. I was quite pleased that they knew that actually I'd find it funny they actually cos I'd just dropped my car key on the s- as I went out to be externally moderated actually and I didn't notice and when I came back they'd moved my car right on to the grass next to the department so I was [laughs] and as I walked outside I thought someone's parked their car on the grass! And then I realised it was *my* car

SM [laughing]

P1 and I was really confused cos I was so tired I thought maybe I'd parked on the grass but I was like and then I walked back in and they all cracked up and they'd obviously moved my car and I was like I was sort of but it felt quite nice that they felt comfortable enough

with me that they realised I'd take it as a joke and I wouldn't be all like oh you drove my car so that was quite nice and that was right at the end

SM Mhm

P1 But like it was, important but not vital

SM So that's fitting in with the kind of er...on a sort of building relationships with your colleagues level

P1 Yeah

SM In terms of the ethos of the school

P1 Yeah

SM Do you think it's important for you was it important for you to do what they expected of you to do and do things the way they felt were important, at your HS?

P1 Yeah em, it's fairly important em but it depends on the school I mean the Science department were very often fairly flexible I think about what your aim is I mean I decided in Block 1 I was I went with the flow I did what I was advised to do I handled things the way I I always asked first if it was I was not sure how to handle it I'd always make sure I was doing it with the school rules always em but things like when it came to third year [sic.] and I was a bit more confident I was like I want to push literacy, I don't think it's being pushed enough at the school which was fine but I wanted to see if I could give it a go and they were like yeah it's fine go go for it and the staff often say yeah yeah we probably could do it a bit more or something like that and they were very flexible so if I hadn't wanted to do it necessarily the school's way it probably wouldn't have been a big problem unless I contradicted them or or something like that

SM But at your CS..?

P1 At my CS it was more like how I would do it anyway so it was easy I just kind of that's how I would do things that's what I would push and that's how I would teach things and again they were flexible if I wanted to do something different they probably wouldn't have minded as long as I'd got it done

SM U-huh

P1 So

SM OK you were talking about how the marking you had to keep on top of it you had to it was expected of you

P1 yeah

SM And was that an easy thing to fit in with because it chimed with the things that you felt were important?

P1 The I wanted to do it all cos I wanted to see if I could properly cope with it but it got to the point week 4 or 5 I can't remember now when my mentor was like you know what, ease off the homework for your own sake [laughs] so yeah I was like yeah that's right

it's a good idea [laughs] em but yeah I but in those six weeks I just purely by marking homework and handing immediate feedback to the students I and the next time and the next time I actually felt like I knew what the students were capable of quicker and better than I ever did at the HS cos I I knew exactly what they were doing

SM Mhm

P1 Even though they were like huge classes though it was like ridiculous so

SM Mm yeah, OK...OK

[33.21]

SM Yeah I think it makes a difference doesn't it if you sort of agree with their priorities and their values,

P1 Yeah

SM You you don't have to adjust or subordinate yourself

P1 Yeah

SM To them you know in as obvious a way cos sometimes that can be quite
{er

P1 {quite

SM quite uncomfortable

P1 Yeah yes it could be I suspect it's probably worse if you're the type of teacher who's very...em, I don't know what the word would be but sort of very it's more about the experience than the achievement then you go to a school and it's all you know we *have* to get these grades, they have to be constantly monitored. That would be hard to do but I think going the other way is slightly better cos you could do it em you could sneak in the extra work if you know what I mean [laughs]

SM [laughs]

P1 You could take it upon yourself to do it you know, you wouldn't be disadvantaging anyone else

SM Mmm yes that's interesting goo- that will give me something to think about when I'm transcribing em the next question is about what it means to be a trainee and what it means to be a teacher

P1 Oh

SM First of all in your HS and then in your CS. Have you got any reflections to offer me on what it means to be a trainee?

P1 So you mean would there have been any difference if I had been a teacher at my HS and CS?

SM [nods]

P1 Instead of a trainee?

[34.33]

SM Er yeah well not i- if you had been a teacher but your perception of...what kind of messages were you getting from your HS about you as a trainee n-no I don't mean about *you* as a trainee I mean about the status of a trainee or the role of a trainee or what a trainee does

P1 OK

SM Compared to what a teacher does

P1 Oh OK I see yeah

SM Or what the role of a teacher is

P1 Well I think er both schools were quite similar. They expected us to try hard and take on our responsibility fairly quickly but but at the same time they would er were constantly going they would ask oh do you need any help and ask they were very forthcoming in that and I I sometimes you know you would hear them say you are a trainee you know, you can relax and we can help you more than you were asking sort of thing so...but I think if you'd have been a tea- like towards teachers they were sort of the same. They were very collaborative so if someone was struggling you know the help wouldn't really matter so much whether they were the Head of Department or not so

SM U-huh

P1 So er perhaps- perhaps more er like the NQTs were very willing to offer us advice which perhaps they wouldn't do to another teacher

SM Mhm

P1 But maybe they that's what they would have done anyway so

SM And that was pretty much the same across the two schools?

P1 Yeah, I was very lucky

SM Mmm

[36.06]

SM And does that...er fit in with the kind of experiemental you know try it and see what happens

P1 Yeah all the teachers were like that

SM So no one was posing as an expert: I've solved all the problems

P1 No

SM And em I'm watching you struggle to do it and not helping

P1 No they didn't seem like that cos I'd oft- often talk to various members of staff in advance right before or a few days before and say by the way I'm planning on doing this you know if it was a bit different and I don't think I was ever told don't do it. I was told Ooh that would be interesting [laughs] or yeah that's alright and see how it goes and they they they'd look at it and they'd say oh then they expected it to happen or not and give you some feedback straight away

SM So everyone's learning then?

P1 Yeah

SM Trainee and teacher. So you you haven't made a a... defined a kind of great distinction between the two are you happy with that?

P1 Yeah

SM OK that's interesting I'll talk to you a bit more about experimenting in a minute er when we've finished. We'll press on.

[37.26]

SM Question 8 er is about comparing this HS placement with your first

P1 Yeah

SM Placement there so PoT3 with PoT1

P1 Yeah

SM Em...you went back, after Easter, walked into the HS the second time for the first time

P1 Yeah

SM And er was anything different? What did you notice?

P1 Er, the staff were a lot more stressed cos it was like mocks had been done, exams were starting, they had all the extra revision lessons, there was a lot more er, just like people going, give me coffee or it was just like I can't it was manic you know there seemed to be a lot more stress and occasionally when there was some sort of I mean everyone got on but occasionally someone did something to tick off the others it sort of went [stressed, wound up noise, clawed hands] and then then it sort of dissipated and everyone calmed down and carried on so there was a bit more of that

SM Mhm

P1 Em and we were just [says other trainee's name] just went in and they were sort of like right here are your lessons and off you go sort of thing. If you want help, ask sort of thing but at first it was get started and they would catch up with us when they had time

SM OK

P1 If they did have time

SM So that was the benefit of them knowing you

P1 Yeah

SM And you knowing the school

P1 Yeah

SM So you could just just plug in your trainee here

P1 Exactly like we sort of swapped over, the other trainee and I, like I my Y7 and 8s were her Y7 and 8s the first time

SM oh OK

P1 And she had my Y7 and 8s and so it was quite helpful cos I was like to her I don't know what I'm doing with this group cos they're really difficult and she was like oh I did this and I tried that and that was quite handy but yeah the teachers we were both pretty confident teachers by that point so they were quite happy for us to go and try it something

SM Interesting OK so that you attribute that to the time of year and the kind of things that happen in schools then

P1 Yeah

[39.15]

SM And so would that kind of thing have been going on at your CS do you think?

P1 Yeah it was I happened to talk to my mentor a few weeks later

SM Ok

P1 And he was saying it was the same there

SM Yeah. I think you're right.

P1 Yeah.

SM Thinking about key people this time, er...were there any differences from the people that helped you the last time?

P1 Yeah

SM People that were key?

P1 Because I swapped lessons whereas the first block I was teaching a lot of my mentor's lessons and [says other trainee's name] was teaching a lot of different teachers' lessons we swapped over so that the teacher who had been helping her a lot started helping me more and she had more time with the mentor and I knew the staff a bit better so I knew the teachers I had a similar sort of teaching philosophy with and I took on some

extra lessons with those members of staff, em, and like my mentor had less to do with it really it sort of got a bit awkward towards the end but she she

SM Why awkward?

P1 She had handed in her resignation and was moving on and had literally already moved on like

SM Oh OK

P1 She would say look do you need any help with anything? But we didn't really feel like she was that involved with us anymore which was fine cos I'm fairly independent and if I had needed her help I would have asked for it em the other mentee had more of an issue with it but I didn't I had em two other teachers who were giving me lots of feedback and input em I just dealt with them more

SM Mhm what did they do that helped and what didn't help?

P1 Em...they were always very honest. I like did a couple of lessons and they were like they would be like you know what it was a perfectly good lesson you could have you know I should have gone through the Maths a bit slower for this group or em they were just always dead honest with me and normally it was stuff I knew I had done as I was doing it you know you're thinking I'm not doing it right or whatever and they come back and they say they confirm it to you which is good cos yeah I wasn't doing it right em...I wasn't left alone as much as I was at my CS

SM Mhm

P1 I don't think it was because they didn't trust me I think it was because they didn't know they could perhaps, or our Professional Tutor was a bit of a stickler for the rules so they probably thought they'd got to sort of be there or which was a shame cos I think it sort of hindered specially with KS4 it sort of hindered my not my authority but sort of my I don't know ability to relax with the students or something like that I don't know but thatw as like a very minor niggle really I didn't mind them being in the lesson at all

SM No I know what you mean but there's always that other pair of eyes, that other audience

P1 Yeah who are always there

SM Mhm OK...and your Professional Tutor was a stickler for the rules

P1 Oh yeah

SM Oh very much a stickler? Oh

P1 Very

SM A real rule stickler

P1 Yeah

SM And er did that affect the way you had to do things then in terms of the documentation you had to

P1 Yeah things like that and

SM Produce

P1 I had at my HS very little benefit from my tutor group and I addressed this is the first week for a start I thought cos my tutor room was at the *other* end of the school I would always be my lunchtimes were severely cut down from having to walk all the way from the other side of school. I was nearly always late for my lunchtime lessons having to walk back from tutor group. I gained absolutely nothing from the tutor group just from the nature of the tutor group and I told her this and I said you know I must be able to change it and she said no you're not changing

SM Oh OK

P1 And I I wasted that all that time and I just thought Mm why am I here [laughs] em so that was just a bit sort of yeah all the paperwork we had to do had to be done in certain ways it wasn't very flexible and I we talked to her afterwards about what we'd like done differently and I said more flexibility from s- there were five of us well six to start off with then five of us. We were all set by the same standard, the same timetable with her. I know it makes it easy for her, she has a lot to do but I don't need as much help in the writing up thing, cos I'd done post-graduate work. I didn't need her to proof-read stuff

SM Mhm

P1 er she did and I think she wanted to be more involved in the EPS side of things than I really needed her to be

SM Mhm

P1 Which I would have been fine with and I think other tutors probably would have been fine with cos it's less work for them [laughs] but she was like no i have to see this and she em she changed my em questionnaire quite a lot which impacted the results which was great because I got to talk about that you know it gave me 500 words worth of something to say but I was like it was working and then the results were tainted cos you wanted to change it and oh well whatever but yeah I didn't have much to do with her on like day to day stuff like didn't really bother with the teaching itself

[43.56]

SM Well she's I suppose she's the kind of intermediary between, the university's agenda

P1 Yeah and the school's

SM And the school's agenda and in a sense, yeah a flexible approach well partly yeah it's a...she's you know she's somebody else that you're learning from

P1 Yeah

SM In a way and you've already got to the point part-partly from your CS experience about being independent and being left alone and being allowed

P1 Yeah

SM to adapt, to the learners in front of you

P1 Yeah

SM And you were able to sort of look at what she was doing and say, have an opinion about it [laughs]

P1 [laughing] Yeah

SM by term 3

P1 Yeah

SM Which is fine, well, so, I think we've covered that though spent a bit longer on that than I wanted to well no I don't mean that I mean than I intended to

P1 [laughs]

[44.56]

SM Em, I'm going to talk to you a bit about this idea that I'm developing: situated agency [explains and sets up Question 9]

[45.51]

SM The question is really asking to reflect on whether there were any elements em of the schools' context which you felt influenced the decisions you were able to make about things in teaching that are important to you. So, I give I'll give an example that a school may have strict policy on skirt length

P1 [laughs]

SM but you might not feel that's a particularly important thing

P1 Yeah

SM But in something you feel *is* important em can you isolate parts of the school context that influenced your decision-making em and we'll deal with HS first and then CS if you can

[46.31]

P1 Em, yes I guess actually there probably was em...the school policy at my HS was em, you know standard stuff about uniform and discipline and what happens when a student's late and what happens with that and so, but they seemed to enforce some of it but not the others so would find myself enforcing what other teachers were enforcing so we'd enforce being late to lessons and behaviour in lessons and em, what happens if you are late what happens if you misbehave was dealt with by everybody in pretty much the same sort of way

SM Mhm

P1 But uniform was there was the one rule about you had to have your top button done up to come into lessons and during the lessons and things like that, that was enforced but skirt length was not enforced [laughs] to a point where it was uncomfortable walking round school sometimes and teachers male teachers especially were like something has to be done em and I I don't think I ever once said, you know, you need to get a new skirt because it just wasn't done even though I probably thought it was within my rights to say your skirt is too short em I never did because it just wasn't generally enforced whereas you know the top button and, being late to lessons that was all done on a regular basis and so I found myself doing it as well

SM So other people, what they what the school does *you* do in a sense that

P1 Yeah

SM You wouldn't go out on a

P1 Yeah

SM On a limb

P1 I suppose I probably would have done if I'd been there if I was a teacher I probably would perhaps have thought probably some of you know some- cos lots of teachers would say you know something has to be done and you get to a point where you have to say well we have to start doing it so I'd probably say to two other teachers right let's start doing it and start the ball rolling but as a trainee I I don't want, to, cause something to happen cos I've, gone out and rocked the boat a little bit [indistinct] I mean it's not really skirt length is not an important issue it's just one of those things that builds up as it gets relaxed so er don't know

SM And you CS?

P1 Em

SM What elements of context do you think were most influential? Was it what other staff were doing, as well?

P1 I think it was sort of the work ethic there helped drive me, especially in terms of how getting the marking done and getting that feedback and delivering like high standard lessons and high quality homework was also [indistinct] the staff tried quite hard on that so I found myself it was pretty easy for me to do that as well and perhaps I didn't have to worry about uniform so much because the students' detective took care of it really meant they could focus on that stuff then just like they- thinking about it now I suppose I just did what the other staff did [laughing] just followed them so yeah

SM You take your cue don't you?

P1 Yeah I thought that

SM When you're a visitor in a place really

P1 Yeah yeah I'll probably do the same in my new job as well

SM Until you start your splinter group, and get
{people to

P1 {Yeah and I lead the rebellion

SM OK we're moving on to the last section. You've been evaluate da lot on your progress this year. Some of these people have been your university tutor, mentors and staff colleagues. Can you reflect on which of these were stronger influences upon you em, and has that changed over the year?

P1 Em I think it's always been the teachers whose lessons you've been teaching cos they are the ones who see you teach aren't they really? Like they can really help you focus on small things and there's wha- well as you go along the focus gets on smaller and smaller stuff and the feedback is normally immediate verbally, em, and it stays with you or I've found cos with myself most of the time come the end of the lesson I know what they're going to tell me

SM U-huh

P1 Em which is nice cos I know what I'm doing wrong already em so they've been quite good but at the same time the tutors here in more in not so much like direct observation but their discussions about teaching methods and the differences of opinions with everyone else other students has been quite interesting cos you think oh I I completely disagree with you there and it makes you think why and you are sort of comparing yourself that way so those two things

SM So there's a sort of practical day-to-day if you like, that trumps the er more distant theorising about

P1 Yeah

SM What you're doing OK and was that pretty much the same from the start of the year to the end of the year?

P1 Yeah it was pretty much the same

SM OK so the people on the spot

P1 Yeah

SM Who could say I saw this this is the evidence this is what I think about it and this is how you move on

P1 Yeah

SM OK great em the last question is another graph

[51.30]

SM Em, This is your trajectory towards becoming a teacher as you've experienced it thorough the year and drawing the lines as a series of ups and downs the y-axis si going to be Becoming a teacher, if you write BaT I'll know what you mean

P1 Bat!

SM And the x-axis is time and if you could draw me your year

P1 Mm what happened [draws]

SM OK? OK

P1 OK

[52.38]

SM And em what made the line rise? Can you generalise?

P1 Em well at first you know you start the course and em you you don't really know if you're going to be a good teacher or not so I hadn't really had a lot of experience at school so I didn't really know I kind of thought I might be quite good and then once you get into school the first lesson is incredibly nervous cos you- you don't know you've no idea what the end result is going to be em but generally with mine the lessons were getting I could clearly see I was getting better and I wasn't I i thought I was becoming sounds really big headed but I had had a natural ability there as well

SM Mhm

P1 Er so I was quite confident em, so it goes up quite steeply to start with and then you start criticising yourself more cos you know more and, you get tired [laughs] and all the other stuff comes in so it sort of slows down and you start to realise the workload it's and a really big impact and then when I went to change schools and I was more like me as it were and your confidence builds and then I had a little blip when the workload just got insane and I thought there was no way I could possibly cope in NQT and then I got over that and then by the end of Block 2 I was I was pretty much like yeah I can teach, it's fine

SM Mhm

P1 So it was after that it was like I'm sorted [laughs]

SM Yeah it it's fairly level there but it's quite quite high up

P1 Yeah I'm pretty confident yeah [laughs]

SM Your er axis your y-axis there yeah and you'd done a bit of STEM, teaching

P1 Yeah

SM Hadn't you?

P1 Yeah

SM And had you had you done undergraduate teaching as well? I can't remember.

P1 No I hadn't done done undergraduates I'd done sort of events in schools

SM Oh OK so starting from fairly high up the line

P1 Yeah

SM So I'd say the general trend is rising and rising

P1 Yeah

SM And...where did you become a teacher? Where did you have that

P1 Ooh that's a very deep question

SM Er epiphany?

P1 Er...

SM Is it reflected in the line?

[54.47]

P1 [marks line 2/3rds of the way through PoT2] I'll go for there

SM So that's after you got through the little blip

P1 Yeah cos that was like a serious day...not only I *can* I do it but do I want the stress?

SM Mhm

P1 But then once I figured OK you can say look no homework this weekend and deal with it and the staff weren- er like my mentor wasn't concerned at all which was nice so I sort of went oh well alright- cos everyone they all kept saying you know oh PGCE's really hard then it gets better and I was like oh if it's going to get better that's alright

SM U-huh

P1 So it was fine after that

[55.19]

SM Yeah em...so that was, like this is a really important moment there

P1 Yeah

SM This continuum here is, is about the locus of control which is about the the location which you perceive control over things to be so it can be internal at this end [indicates] all the important things in your life are in your control and at the external end, none of the important things in your life are within your control. So if we can think about it in terms of BaT are there any points this year in the way that you've drawn it when the locus of control had a significant shift?

P1 ...I'd say, definitely, in the first, two blocks I felt that it was all within, I'd say all in my control I didn't feel like I was getting pushed and pulled from outside I was getting input from outside but I controlled how I dealt with it and, what I did with it, and I was given a lot

of they seemd OK but I didn't feel I was being told what to do so I felt fine with that. Maybe in PoT3 purely because I happened to get all the Biology it sort of, felt a bit more liek it would have been different had I had Physics but again I felt very much as if I was in control of what I did in lessons and how I, did the work and taught the students and that sort of thing so there were external infklunces but for the core stuff it didn't really alter the way I was doing anything

SM So woudl it be fair to say that you feel there's some relationships between this line em BaT line rising adn feeling like you are in control you have control over some importnta things

P1 Em maybe yeah. I don't feel I was more in control in Block 2 than at the start of it because I suppose it's more it's not like when you are a teacher when you go into a lesson you are responsible for a lesson whether you're a trainee or not and you mionght have the safety net there but you you're the one who has to deliver, really, and that didn't change from the first lesson to the last lesson

SM Mhm

[SM phone beeps]

P1 So [laughs] It's a bird

SM My phone Sorry

P1 So i I don'[t think that, I didn't feel it anyway. But like I say I'm quite independent

SM Mhm

P1 So i probably wouldn't have [indistinct] anyway

SM Yeah well no it is interesting cos you talking about the that's that's really interesting it's almost like you're a a sorting office and all these letters are coming in

P1 [laughing]

SM And you're deciding which ones you're going to open and act on

P1 Yeah

SM And which ones you're just going to file away

P1 Yeah maybe yeah

SM Lose at the back of the sorting office maybe and I think yeah I think that might I' don't know that might make a difference em I'm going to stop the tape now

P1 OK

SM And thank you very much for your time.

[Interview ends 58.43]

9 (d) Interview 1, Participant 3

1st Feb 10.40 am

SM Q1 What brought to X to study?

P3 Wanted to move away from home town, north, and had friend here I visited, loved city. Sees X as a step up from my undergrad university.

SM Sims between home town and X

P3 Lots of history and tourists.

SM Teaching?

P3 I never wanted to do anything else – picked options so I could teach Eng. That was always the plan. Applied for training in last year of uni. But didn't feel ready. Aware you need to be mentally prepared to do something like this and back then probably not mature enough, not ready, went off for 3 years, working in random places, lots of customer-facing roles, eventually in [major department store] head office. Helped loads, knowing how to approach people in a calm manner, be firm without losing temper, transferred into teaching.

SM Where awareness teaching is demanding come from?

P3 Observing – over long time – looked up to teachers and watched them, talked to them, especially English teachers. They all emphasised it was very hard work, demanding, but rewarding. Think I was never naive, one of most difficult things you will do in your life is to train. Understand where they were coming from. Most teachers say the admin behind it is the difficult thing, the classroom bit is the bit that makes it worthwhile and is starting to see what they mean.

(4.15)

SM Most ridiculous when on PGCE – school *and* uni.

P3 I really like the teaching part. Uni part seems to be getting in the way of the bit I'm most interested in – I can't fully commit myself to teaching cos there's the paperwork, literature review and essays. Contradictory.

SM Not uncommon – research on theory/practice divide. Feels like a divide between two separate things.

P3 Definitely.

SM Explains recent paper saying, further down the line, some teachers see value they couldn't at the time. And reflective journal at [Y university], loads of time, but stood in good stead for life today.

P3 Feels that with more time my professional study would be more useful.

SM Reflects on teaching and time – esp for English teachers: marking.

(7.50)

P3 Experienced a lot of marking before Christmas.

SM What marking?

P3 Y7, 8 and 9 end of term class assessments. Marked 100 in a week.

SM An hour's worth of writing?

P3 Each one was an hour's worth of writing. And quite big classes in that school – 23/33 on average. Y8 had 36 at one point, now only 34.

SM [On marking and getting quicker at it...]

P3 Eventually, you get a feel for how one relates to the criteria. More familiar with it.

10.08

SM Sets up Q2: draw a graph

P3 I know where my lowest point would be (marks out 6 weeks on graph with gradual decline down to week 5)

11.54

SM Choose a key moment and say what happened

P3 Week 5, think same for a few others I was in touch with. One, it was when all the marking started and it was when the tiredness kicked in, and when timetable was at its fullest. I was exhausted by that point. It was where my HS was placed – an hour/an hour and a half commute – draining, cos after journey, little evening left to plan lessons. Then all that marking on top of it. Then the line goes up in week 6, you can see the light, marking was finished, the kids were happy, no one was expecting a lot of me then.

14.07

SM Q3: Think of a moment when you had a choice to make?

P3 Clarifies that choice was own, not given by someone else

14.56

P3 Mentor gave option for P3 to share marking (Y7 and Y8 classes), give it all to mentor, but P3 chose to do it herself. Wanted to seem keen, knew mentor had a lot on her plate anyway, then chose to do it herself, it would improve her confidence with marking.

SM Few things at play – mentor responsibility?

P3 Co-ord KS4 in Eng. She would be deputy if there was such a thing.

SM Re-cap what was at play: didn't want to seem a shirker, wanted to be kind to her as she had been kind to you

P3 Yes. Quite touched they'd trusted me to do the marking. Fed into parents' evening. If I was being cynical? I say they wanted to shift the marking!

SM How were you prepared for it?

P3 Tick box using pre-prepared sheet; also did standardisation and found my marks were quite similar to the teachers' marks. I added marks to T mark book – teachers looked through and agreed with them. But quite subjective – one T didn't want to change any, as who is to say that what she would give would be 'right' over my marks?

SM Discussion of values. Sound like teachers reassured you by giving you a look at standards then agreeing with your marks at the end.

P3 Really nice. One teacher hadn't finished marking previous assessment so there were no marks in the book to 'bias' me apart from predicted grades. She looked at mine and said they [the marks] are near enough what they got for their last assessment. Nice. She'd been teaching nearly ten years and I hadn't.

19.50

SM In classroom – anything unexpected happened?

P3 Issues with Y8 class, other two were lovely. Don't know what it is with Y8s, generally in whole year group, friendship groups issues, ADHD kids have effect on other kids. One incident in week 5 – week 6? Handed assessments back to them and planned lesson to give feedback, they would re-write a paragraph using the feedback I had given and she would spend that time going round the class talking individually to the students about their marks. We were doing PE paragraphs-

SM PE paragraph?

P3 PEE: Point-Evidence-Explanation, that's what they call it, different to what I call it: PQA [Point, Quote, Analysis] but PEE is what they do in this class. The Y8s found it difficult: they didn't know how to analyse. So I knew I would be going round answering their questions and helping them. There was one kid who causes me particular problems. Can't sit on chair for more than 2 seconds. He was chatting and I went over and said she wouldn't ask him again and he kept doing it so she said he was going to be in detention at break with another girl who had caused her some issues and he just stood up and shouted across the room 'You are wasting my time blah blah blah' and I was really taken aback as I didn't expect that from a 12 year old so I asked how he was wasting his time and he said I've already done this and so I said the reason I am asking you to do it again is so that you can improve it but he said 'you are wasting my time' and started throwing his pens around and everything, so I said break time detention is not good enough so I am going to ring home and speak to your parents – I think I should have sent him out but it's easy in hindsight to

say what you would have done because I was shell shocked because of the way he spoke to me and I took him to one side at the end and said I would not be spoken to like that in front of my class. I think, because it was at the end when I wasn't being observed anymore and I think it worked to my advantage, because if Tracy the teacher had been there she would have stepped in and I would rather learn how to handle it myself and that's when he said to me – I can't remember what he said me now – something like, I don't care, this is ridiculous, so I said that's it but it was one of these cases when once I tried to speak to his dad I understand why he's like that because his dad wouldn't answer the phone to me so I emailed him and he never replied so you can understand in some ways – why that kid doesn't care. So that was something I didn't expect cos that just came out of nowhere. He must have been quite upset, maybe about his grade, which was quite bad, maybe that was it.

SM Did you see him again before you broke up?

24.18

P3 Had double lesson with him the day after and he, I think he'd been upset with me cos I'd actually called home, though his dad hadn't come to the phone, he knew I had called home and he was upset and came in and was disruptive. I had previously been told by the teacher of that class, working round the corner, if you get any issues from him don't let it blow up again, send him to work with me, so I had some issues with him so I told him to go and work with her in the next room and he stormed off out the room and slammed the door and went off through the school –

SM Not to her?

P3 No, so I had to go and say to her look, he's gone off and she had to go and find him, eventually tracked him down and calmed him down, then in the second half of the double lesson I went out, while she stayed with the class for 5 minutes, to talk to him. She did say he wanted to apologise to me but I didn't think that was going to happen so I went out and he didn't say anything to me so I said I apologise to you cos I've obviously approached it wrongly and upset you so I'm sorry. Do I get an apology from you? So he said sorry ma'am – that's what they say in that school – sorry ma'am, but it was quite insincere, he was a bit sheepish about it. But it was one of those things, a learning curve, cos in the future I would never let it get to the point where it would boil over that badly. But it is easy to look back on things – I shouldn't have had a bit of a showdown in that class originally, I should have sent him outside and spoken to him quietly rather than shouting in front of the class.

26.38

SM That unpredictability when kid is having an issue you don't know about is always going to happen. You don't know what they come through the door with., Suppose not much time spent with classes on PGCE, is there?

P3 No and was quite surprised how little their class teachers knew about them either. I had issue with another girl in that class and dug around a bit and found out, not from her but from Y8 Head, that she was a child carer for her mother who was blind and epileptic so that made things fall into place, she was probably not getting enough sleep and was exhausted coming in to school was probably the last thing I wanted to do – and with [the

boy in that class she had described having the showdown with] I found out his mother had left them, a few years before and lived with his dad with a few brothers who had previously been to the school and were trouble makers. But I don't think you should - I remember one of the learning mentors telling me this and I thought well I don't think that is a good enough excuse to stand up in a class and speak to a teacher like that - OK issues at home but she was implying that I should let him off because of that. But I don't think so. I think you need to learn your values from somewhere and if you're not learning that from home you need to learn them from somewhere.

SM So that was a point where you diverged in opinion from someone?

P3 Yes. Really respectful of people's opinions but I will sometimes play devil's advocate a little bit. Specially in that case. Maybe being a bit defensive. I hadn't known about it. I felt I'd gone about it the right way and then didn't want this learning mentor to tell me I should have just left him to it and I was thinking how can you say that cos when you are a teacher in front of a class and some kid is saying something like that you just lose the momentum of the class and I think, generally that class were quite difficult for me, chatty and disruptive and I'd finally built up the behaviour management over the weeks with them and this kid just completely knocked it down. And I felt, maybe I took it a bit personally. Maybe took it more personally than most teachers would but it was the first time something like that had happened to me.

30.20

SM Last question in this section: something you wanted to do on practice but couldn't or couldn't but wanted to, and set in classroom practice.

P3 One thing I was surprised about was they had class texts that they all had to do and they didn't really have any alternatives, it was like, it was this or nothing. I had to teach Private Peaceful to the Y8s which I knew after observing that class, that they just would not respond to. I mean, I like Private Peaceful, It's a nice book but it's slow to get into and I think I wanted to teach them Boy in the Striped Pyjamas but there weren't enough books to go around so, fair enough, I suppose, I just thought it was strange that they didn't have any alternative cos obviously not appropriate for every single class you get.

SM So did every Y8 class do exactly the same book.

P3 Yes, Private Peaceful. Really strange. It would work with certain classes but for a class like mine, where you were trying to engage them constantly, it wasn't an engaging book so I would have chosen something different and that was one of the issues I had I thought it was a bit strange as well cos when I was at school we all did different books chosen by different teachers, ones they were interested in or passionate about and I think it's hard to teach a book like Private Peaceful when, I do quite like it but mostly for the ending and you're never going to get to the end with a class like that and none of them liked it, they were coming in and [groans] oh no, do we have to? And that makes it harder.

SM Did you have a SoW?

P3 Yes and Y8 class teacher preferred me to follow SoW. Her choice. Her class. I wouldn't have argued with it. But, mentor, for other two classes said here's a SoW you can go ahead and do what you want with it, you can change it about if you want. So the SoW

that the school had, it wasn't too bad cos they had revised it the year before so it was quite creative, but there were a few things on it I didn't feel would be appropriate for that class so I wanted to leave them out but I always had to ask [the Y8 teacher's] permission for it cos I didn't want to step on any toes.

33.30

SM Eg?

P3 One task that I didn't see the relevance of. She'd done something similar with them the week before I came and it was about drawing the characters with, key words from the text, drawing the characters giving them physical attributes that they'd pulled from the text and this is quite nice, but I'd seen it work well with a low ability class but this was quite a mixed class. I'd seen one where, the Head of English did one in the last week, he had them modelling characters, they were quite low ability and cos they couldn't analyse quotes, he had them drawing instead, and producing these characters to model and with this class it seemed too simple and I didn't want to do it so I ended up putting quotes on a worksheet and they had to say what it told you about this character so that could start them off and build up to analysing and it made more sense for them to do that and she did quite like it. The problem with that place at the moment is that none of them can photocopy anything cos they've gone over budget, except me, cos it comes from X's budget so she thought the worksheets were brilliant!

SM So that's quite a constraint on what you can do, isn't it?

P3 Yes. Don't know if other schools are like this or wheter it is just because they like to keep it consistent for every Y8 class. From what P3 gathers, it used to be different texts and different SoWs but they changed it 2 years ago to be the same so when they do assessments it is all on the same question. I don't know why...that is seen as an advantage. That they are assessed on technically the same thing.

36.14

SM So every year 8 was assessed on Private Peaceful?

P3 Yes. So Every Y8 did one on the chapter where Big Joe goes missing and it was about how drama and tension is created. Every single Y8. Except for a (36.31) couple of classes who did Boy in the Striped Pyjamas cos there weren't enough Private Peaceful books.

(36.36)

[Both pause]

P3 And I wanted to do that! I think you should just pick a text you like and that is appropriate for the group.

(37.04)

SM Q5 What kind of teacher fitted in well at HS?

P3 Oh very creative. They've got a lot of kinaesthetic teaching there. The Head of English loves it when people come in with new ideas. Definitely likes people to be creative and have new ideas. But definite role divide. The men have this role in front of the classroom and are jokey but the females are a bit more nurturing which is what I expected. So men are more creative there.

SM Creative?

P3 Like involving music or song-writing say, or model-making whereas the female teachers tend to be more generic English teachers, we'll read this section of the book, then have a chat about it then you go off and do the writing task then come back, more traditional teaching, as I remember it, whereas the males tend to be – there are only 3 male teachers in English dept there whereas there are 7/ 8 female teachers, and the majority are quite nurturing, sitting at the front on their desks and it does feel like mother and kids but men definitely dominate the classroom in that they are moving about all over the place and it is very energetic and they are very flamboyant with their teaching and that tends to be what they try and aim for most of the teachers to be like from what I gather cos I've been in to see other classes across the school and it is a bit more difficult with other subjects cos English is more open to creativity but I went into a science and MFL class and there were male teachers and it was almost like acting. Playing silly. And it does tend to engage the classes but one criticism I have of those classes is that they don't tend to do a lot of writing. It tends to be the teacher putting on a performance and they all listen, or might get up to do a drama activity, but they don't have any writing in their books and I find that a bit concerning.

40.30

SM 2 questions – HoD, male or female?

P3 Male

SM And how many school obs?

P3 Only a few times. A pupil pursuit.

SM Year?

P3 9. From my tutor group. And I saw a couple of History lessons from a Canadian woman there, that was really good. She had a History degree and used to teach English there but moved over to teach History and it was good to see some of the English teaching skills being used there. Cos I liked History at school but I didn't do very well cos my teacher was very monotone kind of person. It was lovely to see this creative flair in History and a lot of it was from her experience of teaching English and Drama.

42.06

SM Q6 How were you able to be? Cf with how you want to be?

P3 Positives and negatives. Safety net in SoW all the expectations I had to adhere to. Took pressure off at first. Panicking at first – don't know where to start. Adamant that everyone had to follow the SoWs and that settled me. But definitely restricted me, when I

look back on it now I feel a bit, a lot of the time I wasn't being the teacher I wanted to be, I was being the teacher they wanted me to be, they wanted me to follow this cloned model of all the teachers they had in the department, or should I say, it's more like, particularly with Y8 class, it was almost like I was having to try and to mimic her style of teaching to be consistent and because that's what she expected me to do and I had to run things by her if I wanted to change things and if she didn't like it then I wouldn't be able to do it whereas my mentor was like do what you want, go in there, experiment, and I think the most successful lessons I had were with my mentor's classes whereas my Y8 class I never really fit in with it properly, it was very restrictive

SM And you put that down to the fact that you weren't able to stamp your own personality on them?

P3 Definitely because I was having to follow this example. Cos she was so rigid with the SoW, And is a totally different teacher to how I am,. Whereas my mentor is a lot more similar to how I am, whereas [Y8 teacher] is more similar to how I remember teachers being in school, a lot more, copy this off the board, silence! And I'm not quite like that and I was trying to be consistent with her style. It didn't work well I didn't feel comfortable in the classroom and then it reflected in the way they were with me. They are a difficult class anyway but a lot of it might have been the fact they picked up on the fact that I wasn't comfortable with them . Whereas my Y7as and Y9s I felt completely comf and confident with them. Y9s a bit chatty but good personalities in there, always willing to share and get involved. I don't know if it is just coincidence that Y8s were the class I didn't mesh with and that was the one I wasn't allowed to be myself with.

45.35

SM You said your style was similar to your mentor's. What were you thinking of when you said that?

P3 Similarities in certain things. Not completely same, but in sense that she'd pick certain tasks that I would do with them. Eg Curious Incident... and lot of the tasks, I wasn't taking over them straight away but observing, and picked them up half way through my practice – she did tasks that I thought were really good. Like she had them create a leaflet about Apserger's Syndrome and I thought that was the type of thing I'd have got them doing cos I'm really into – quite arty and Love things like that. Other thing was role play in the style of – taking on Christopher's character and the other one being the neighbour he speaks to, or Christopher's Dad, and remembering that they have to stay in that character – bit like hot-seating I suppose but in little drama groups. And when I took over one of the activities I had them doing for homework was I wrote a letter from Christopher to a problem page – I can't make conversation with people, I don't understand when people are being funny etc, and I wrote it in the style and quoted some of the stuff from the text and their homework was that they had to write a reply to it and I was looking for them to be very clear with it. So the best one's had, like, Step 1: introduce yourself, Step 2...they were really good, some of the answered, and they really enjoyed it as well. And because their assessment was leading to the question how was Christopher represented in the opening chapters, and I was trying to get it through to them that he has this syndrome. Doesn't mean that everything he says is related to that. We all have routines and stuff, his are just more pronounced. And as we were building up towards this, I just saw similarities between

the activities [mentor] would choose and the ones I would choose as well. Whereas I don't think [y8 teacher] would be so creative to come up with something like that. She is more by-the-book, which is a shame because, some classes, a bit more regimented would work better, but with them, because they found it a bit more difficult to engage you would benefit from having some kinaesthetic activities to use sometimes. You observe a class quite a lot, for so long, and I thought I have one over on the teachers cos they've never got to sit there. I see which one's chatting...I'd had that insight and that was definitely one up on the teachers.

SM Yes. Different view of class dynamics when sitting amongst the children.

(49.44)

SM Last Q in this section is about key people: [Y8 teacher and mentor?

P3 Yes.

SM How did they help you most?

P3 Both of them really complementary towards me all the time. Don't know if that's cos they take that approach towards pupils all the time, with lots of praise

SM Was there a ration you were aware of there?

P3 [Y8 teacher] said to me one day I was talking about the Y8s and how to cope with them and she said it's a shame cos they don't realise how good a trainee they've got cos, she said, I've seen people come and go over the last few years she said and you're the best I've seen and I was like woo big head and it's things like that – it's easy to lose your confidence in the classroom or after a lesson that hasn't gone the way you wanted it to go and your lesson plan is completely diminished half way through and I think sometimes you come out of it and think oh no, maybe I'm not made for this then you hear stuff like that and you think maybe I'm being a bit too hard on myself really, I'm a bit of a control freak and I think maybe if something didn't go to plan I'd really beat myself up about it afterwards and yet toward the end of my block practice I stopped thinking like that and thought if it didn't go too well then it was too ambitious or wasn't engaging enough for them or my approach wasn't the best. It's all about reflection, it's so important, you look back and I see my first lesson plans now and I think they were so regimented – you cannot plan for...and I think that's uni's fault in some ways, they gave us these ones at the start that were example lesson plans, where it was every 2 minutes what was going to happen

SM That was used as a model?

P3 Yes a model and the longest it would be was about 7 minutes and you think, in an ideal world, yeah, but you can't plan for the fact that it will take kids 5 minutes instead of 2 minutes to hand out books, or such a body is going to ask you a question about their homework at the start of class and it's going to take up 5 minutes and you can't plan for stuff like that but I think that's when I had to take a bit of a breather and say, no, if it doesn't go to the minute – you've got to plan it as best you can but it's impossible to plan it exactly

52.56

SM So do your lesson plans at the end look very different?

P3 Yes. More open for... the ones at the beginning were very long and it was this is going to happen, this is going to happen whereas at the end it was more – I'd planned a lot more for interruption, so, like, hand out worksheets in with the class, no, hand out worksheets, 3 minutes. You can just tell the type of class you've got that it would take much longer than I'd first anticipated. It's just ridiculous how handing out books can change the momentum of the class – and they suddenly go woo [waves hands] they suddenly get really flustered or excited and, as I said before [mentor] was really complementary about my practice. One of the main things she did was the fact that she gave me so much, she basically said this is what we are doing just do what you want, if you don't get the plan to me beforehand, doesn't really matter I trust that you'll come up with something and she said it is sometimes quite interesting if you don't have a plan beforehand because you can see, pick it up and see whether a lesson is going how you want it to just by your body language. She was just brilliant, let me go for it, whatever I wanted to do. That this is the time you can just experiment and go off and do what you want and she was like that about my CS. They're only going to see you for 6 weeks just go in and do what you want. So yeah it can be quite a good idea, it can be quite experimental this period.

SM Timely advice then.

P3 She was wonderful. She's just got a really good approach to trainees. I know there's a few other girls on the course who had difficult times with their mentors cos they've been treated a little more like pupils than as colleagues whereas that's not been the case at all with mine. They just completely invited me in and I'm always part of staff meetings now and they value my opinion, always encourage me to share my opinion and that's the way it should be really cos that builds up your confidence more than if you still feel like a pupil.

SM You feel included. At staff level.

P3 Agrees

55.56

SM Final section set up, and asks Q8

P3 HS like modern with tree (noughties urban) though not as much glass, it's very block-y, definitely shaped like that, very modern – the school I went to was a really old building, cos every room looks the same (SM clarifies rooms same in HS) but old school classrooms all different, but new ones corridors laid out all the same, classrooms all with one window

SM Interesting thought about modern schools

P3 Probably just because I'm not used to them cos my school was a really old school. That one (B+W block school (60s state secondary B+W) reminds me of the town schools

SM Sorry?

P3 My family are from [town] near [city], and the schools in [town] are all like that, I though they looked either like a block of flats or a block of offices. They didn't have a

school atmosphere. Is that a school? (LBTS) Looks like an office. Oh my God! (Pimlico). All different shapes and sizes. That's like the school I went to (Victorian state exterior) I don't know what this is but psychologically I always thought our school was, it was quite a strict school anyway, but you walked into it and it felt like you were in a school whereas in HS I've always commented on the fact that there's a relaxed atmosphere, they are quite good kids that go to that school on the whole cos they are from a nice background and there's quite a relaxed atmosphere like in the corridors they are quite silly and it's always packed full of kids whereas when I was in school there were always teachers patrolling the corridors – get out! Oh that's lovely, that building (girls boarding exterior) see the thing is, and I might kick myself for this, but I've always wanted to teach in challenging schools. In fact, I work with a Y11 class who, I don't lead the class, but I have taught them a few times and they are mostly doing their coursework at the moment and I sit with a group of boys who are disruptive and quite challenging and I've built up a really nice rapport with them and I really enjoy working with them and they are the type of pupils I've always really wanted to work with. It's always been about that challenge for me. Maybe I'll kick myself for that! That is something I'd associate more with a school [1930s secondary school] and that looks like houses [small town modernised]... Laughs [canalside school]. That's more the type of school I can imagine teaching in [hopscotch, 60s comp] cos something like that, presumably it's a private school it's not, never been my ambition to teach in a private school [Abbey school; Trad school exterior] and my ambition has always been to teach in more an inner city or town comprehensive. That one's interesting [kilts] oh I couldn't imagine teaching there [woodland]

1.02.12

SM Sets up Hargreaves statements, Q9 Do any describe your HS?

P3 High emphasis on staff training for results improvement – in HS they don't have training days, they do twilights and workshops in the evening and there seem to be loads on and they are expected to attend 5 a term, I think, but they are always very specific about what they can improve on like at the moment it's Sixth Form, cos it's an 'Outstanding' school at the moment apart from the Sixth Form I know they're having issues with that and the other I was thinking, which I don't think is just about my HS but is about schools in general is results-focused classrooms I think when you hear them talking in the staffroom, I've not had that much experience of KS4 teaching, but you hear them talking about it, it's generally about how they can push a pupil up to a D, or he's predicted a C but he's never going to get it, it's going to look really bad on me, and it's one of the things I hear going around with the mocks going on at the moment...I think that's it, though I suppose the collaborative culture, slightly, as well, cos they are quite good in that faculty where they are often, always sharing resources, cos I'm on the English mailing list and I'm always getting these resources from different teachers and then they always have meetings where if they are producing a SoW or an approach or an exam then they will collaborate on that.

01.05.40

SM Last thing Q10, look through cards, events or routines, help me imagine it better describe one which represents your HS.

P3 Registration. Classed as Period 1, they do a programme called ASDAN, they do it from Y7 and Y11, half an hour every morning, they call it iLearn, recently the town they come from is a really famous town in the UK and they've been doing about why and the historical background of it, so it includes citizenship. What's interesting is that they don't actually have PSE. They have rota-ed into their timetable every term an Every Child Matters day, a day long, off-timetable, in form groups, each year has different topic. I saw mine do health and nutrition recently. They had a nurse come in and talk to them about sexual health and then nutrition in the afternoon. Do that once a term instead of fortnightly, hour-long PSE lessons, it's really effective, they are much closer to their form tutors than they would be to random teachers rota-ed on to do PSE lessons. When I was in school I remember we've got PSE on Thursday afternoon and it was, oh well, we didn't care, and it was really laid back, there wasn't much of an emphasis on it whereas I think *that* works really well and cos they have half an hour with their tutors in the morning they've got a really nice relationship with them.

SM What year your tutor group?

P3 Y9

SM Sounds like there's a sort of emphasis on relationships.

P3 Yes they are very good in that school with pastoral care. And this really helps. For example, the tutor group I was attached to was run by one of the PE teachers called [X] and the kids absolutely loved her, she had a really good rapport with them, she was really funny with them but she could be really firm too, and she actually got promoted to Head of Y7 just before Christmas so she had to leave her tutor group she asked me if I could not go in that morning so she could break the news gently to them and they were all crying. I saw them on the last day of term, I didn't stay long cos I said I wanted her to have that time with them to say merry Christmas, and I went in and saw that they were all in tears, the girls, and I thought that is really unique, and a lot of it could be down to her approach with them but also a lot cos they become accustomed to that person and they trust them and she was saying that the kids would come and say hello to you and tell you problems like you were a friend to them and a lot of those kids that was really important to them cos they probably don't have people like that at home they can talk to.

SM Thanked P3

Recording ended 01.10.30

9 (e) Interview 2, Participant 3,

Tuesday 17th April, 2012

SM Q1 Tell me about your childhood experience of secondary school

P3 Mixed; loved going and learning but badly bullied at first. Contrast – loved and hated it at the same time. Most lessons – excelled at English cos teachers actually saw something in me – but other lessons I was in that grey area where I was neither bright nor bottom and a lot of the time I was left on my own and so it makes me more aware when I've got my own classes that it's those kids who are behaving well but aren't really contributing that are getting less help than the others I think.

SM Stay till 6th form?

P3 Yes. In same school. Loved sixth form. Lots of problem pupils left by then and I remember being really sad when I left but having been to uni now I feel a bit differently [laughing] cos that was a lot better

SM So that's interesting, so you attribute the way you are as a teacher to the impact of your own experience within that particular group of students that are often called the ones in the middle?

P3 Yeah, I think as well it's one of the things I had to work really hard on when I first started the course was to stop holding grudges against certain students who would have perhaps – cos I remember feeling really frustrated in a lot of the lessons when pupils were being really disruptive and I felt like, I still feel there wasn't much learning going on in my Biology class and my Geography class for example and it really hindered me cos I was always, I wouldn't say naturally bright cos I always had to work really hard at things, but I'd say that really hindered me and I've had to try and distance myself against holding a few grudges against those people

SM As a teacher?

P3 As a teacher, yes, which is quite ironic cos those are the pupils I enjoy most working with, the pupils that are disruptive and challenging

SM Yes it's frustrating when you can't get on and do what you want

3.12

SM sets up Q2 graph question

P2 So if I just put high and low – this will be really interesting cos I really didn't enjoy my CS placement at all [draws]

SM That's quite a pattern. It's like a bucket, basically.

P3 Yep. Basically yeah.

SM So week 3-4 low point, but did you put yourself higher at where you came out than where you started?

P3 Yes definitely. Cos I think that ultimately, reflection is such a wonderful thing, cos around this point here, around weeks 3 and 4 I was seriously considering quitting the course which I never thought I'd ever do. It was a difficult time personally, I had a lot of family issues going on which really didn't help but thankfully my tutor here [at the university] was informed about it by another girl who was a trainee there and she came in and was really supportive and she observed me again and gave me additional support actually turning things around, as I did then, has made me feel so much more positive about the course which, at the time, I never thought I could feel positively about it again and yet now I probably feel better about it than when I actually finished my first block practice which is interesting.

SM Let's choose one of the turning points and explain what happened there.

P3 I think it was around this point here, week 4 or 5, when my mentor sat me down and sat look you need to make a decision whether or not you're carrying on with it and if you decide to carry on with it then you're going to have to pull your socks up basically and her approach was, I thought it was a bit insensitive cos she knew what had happened in my family life cos it wasn't nice it was really, it was a horrible thing that had happened really and it was quite a harsh thing for her to turn around and say to me really but at the same time sometimes you need a bit of a kick in the right direction so after she'd spoken to me it was the same evening, ironically, when my tutor here contact me and she had a completely different approach and she was more about making sure I was OK mentally as well as with the course and she was concerned about how I was coping in myself and trying to encourage me and saying it was only my CS and once it ends you can have a bit of a break and clear your head and go into it fresh, and that approach was a lot nicer and although, I think they both helped, because I think she gave me the shock I needed and the other gave me support.

SM One was practical and the other was emotional and personal support

7.34

SM Well, I need to ask what happened then? What caused that line to drop so dramatically?

P3 Well I think I was finding it difficult anyway. This school was a massive difference from HS, I found the children to be extremely arrogant, totally undermining you constantly, it was a single sex school which was quite hard anyway.

SM Was it boys or girls?

P3 Boys school. And I think it was that transition into that type of , plus it was never the type of school I would have envisioned myself working in because, like I said, I like working with challenging kids and they were, they were challenging in a completely different way. They were challenging in an arrogant way rather than in a behavioural way, but then the personal issue that I had going on at home – cos my brother tried to kill himself and, coming from [names a place] as well, so I was 3 hours away by car it was really hard

SM And how is he?

P3 He's OK now, yeah, he's going to counselling and things like that, so he has managed to, and I went home at Easter, which was really good cos all I wanted to do throughout my block practice was to go home, obviously I couldn't, so I think that didn't help very much, cos I think I wanted to be anywhere but there at the time, so I won't blame it completely on that, it was the school as well

SM A combination

P3 Yes it was a *pretty* rough time but thankfully things have picked up at home and I feel a bit better about it after going home at Easter and seeing how things have improved and then in my last week or two at school went quite well and I got some nice feedback and when, probably the only class I really enjoyed teaching and that was bottom set Y10, I prepared them for their spoken language study and I prepared them for their controlled assessment and I got really good feedback about that and she actually said to me that I should consider working with children like that over the middle sets, so there were positives that came out of it, I just couldn't see it at the time, it was just such a dark place, things are a lot better now

SM You need a bit of space and you need a bit of energy to make sense when you are reflecting, don't you? When you're in it it's really hard to see what's going on, isn't it?

P3 [Agrees]

SM So you said CS was such a completely different place and mentioned it was boys only and that they were arrogant

P3 Very very arrogant, yes, it really surprised me, because on paper, obviously I can't mention the school, but on paper you'd think that it would be the opposite you'd think that children from a primarily middle class background in a nice city would be, they were polite, don't get me wrong, they were always holding doors open, saying please and thank you, but at the same time they were, very undermining of your authority and I found it very difficult cos it's hard to control, [sighs] yes it's hard to control a class like that because when you've got standard naughty behaviour you can obviously put your policies into place and sort of behaviour management strategies in place but with something like that, it, it's

SM Can you give me an example?

P3 One thing that used to really irritate me about them, it's if I asked them to do something always like that cliché 'why?' comes straight afterwards, it's like why? Why do we have to do this? Why? Can't I do this instead cos I don't want to do that. And this is on paper a better secondary school than the one I went to and yet we'd never have expected, I'd have never spoken to a teacher like that and although the behaviour in my school was worse I think the attitude was, I don't think that arrogance was there. I know that a lot of the kids would look up to the teachers as this all-knowing being, at the other school, like one time this kid there said to me once, Ma'am – they called me Ma'am there, said 'Miss, did you go to Cambridge?' and I was like no, I didn't cos they think you, or they see you as knowing everything whereas in this school it was completely opposite cos they challenge everything and the trainee that was there before me did say to me prior to going in there that there is a kind of male chauvinistic attitude there

SM Was that trainee male or female?

P3 Female. Cos she was there with a male trainee English teacher and he had a very positive experience and she had a very negative experience. And I don't know if it's because it's all boys cos the majority of teachers are male, but there just seemed to be a lack of respect for the female teachers. I observed a couple of the male teachers and it was completely different so I don't know if that was a big factor as to whether they were resistant to me and they probably see me as a young trainee anyway they have that attitude anyway

13.52

SM So would you attribute that attitude you've just spoke about as a bit of chauvinism? A bit of different attit-

P3 -Quite old-fashioned really

SM -udes to role of male and female teachers?

P3 I've no idea where it comes from but it does seem to be slightly old-fashioned but it does seem to definitely be a chauvinistic atmosphere there

SM Where does that come from? Why is that allowed?

P3 I don't know. This is it. It really surprised me that em,

SM Is the Head male or female?

P3 Male.

SM OK.

P3 [laughing] One of the things is, I got a taxi into school one day and I was talking to the taxi driver and he was saying my kids went there, mu grandchildren now go there and so I was talking to him about it, saying that was interesting and, without me even saying a word, his attitude to it was that, years ago it was very respectable it was a wonderful school and now they are cheeky little buggers and I think that I find interesting. Without me even saying anything he said how it was maybe twenty years ago and how it is now and that's maybe society's attitude as well slightly, but I found that really interesting. Why has this come in, why is this lack of respect or attitude dropped in the school in those years, that was quite interesting. Cos I said to him that one of the things that surprises me is the attitude of the pupils cos they are, en masse, very bright. They're the type of pupils who are going to have very bright futures, the majority of them, but, they don't have, although they're academically bright, they don't really have the social skills that you would need to be successful I think. But then maybe that's something that maybe, when you get into work, employment, you can't speak that way to those in authority, but I think it's something that needs to be instilled in them earlier on.

16.32

SM You said that you couldn't, there were no policies you could implement to address-

P3 Well they had a workroom policy where they have a verbal warning and a written warning, where their name goes on the board and then they get a third warning, which, then they go straight to the Workroom, which, when I heard it, I thought, it sounds very George Orwell, doesn't it? You know, let's get corrected in the Workroom [laughing]

SM I was thinking more like Dickens, with the workhouse [laughing]

P3 You know, that's a bit of an old-fashioned view, it doesn't work, the pupils see it as a bit of a challenge to see if they can get their names on the board, to see how far they can push you before you can send them out, cos at the end of the day you don't really want to send them out cos then you've lost that kid from the lesson. In fact in my six weeks there, I only sent two kids out and the problem is, once they know it's an empty threat, it doesn't work. And that does work well when you've got a child that's being a particular nuisance and is being particularly vocal and a particular problem but when it's all the pupils en masse, that just have this low level of disruption or have this negative attitude towards you, you can't really do it on a large scale, that's one of the issues I had with that school, it wasn't just Jim over here and Bob over there, it was near enough half of the class or more, that's why I was thinking in some ways, it didn't help that it was all boys, I guess, cos they get very influenced by each others' behaviour a lot more than girls I've seen in mixed groups at my other school, cos girls have, I think they just have a bit more maturity about them a lot quicker than boys in general and it's nice to have the boy-girl, boy-girl thing to fall back on and obviously in this school you couldn't; you had to try and figure out which of the kids were perhaps a bit brighter or a bit quieter and try and match them so virtually every week I was having to move them around, but the problem is with them that, even if they'd never met the person they were sitting next to they'd suddenly be best pals with them, cos they were such a chatty bunch, or such confident people

19.18

SM So what classes did you, were you timetabled to teach during teaching practice there?

P3 I had Y7 that were really quite a weak, they weren't quite bottom set

SM So they are setted for English from Y7? From when they come into school?

P3 Y7 are in the same classes for, I can't remember what the actual term is now, when they stay in set classes for each lesson then-

SM So is that mixed ability?

P3 In theory.

19.55

SM Are you talking about streaming?

P3 Y-yes. But what I don't understand about it is that they will still select kids from each class for top set and bottom set and the rest of them are stuck in the same group for each of their classes. It's really confusing and I don't really understand why they did that. But then

SM So just to clarify, the tutor group, the registration group, is mixed, then when they go to subjects there's a top and a bottom group, the two extreme ends, are taken out

P3 The two extreme ends are taken out yes

SM To sets?

P3 Yes. But the rest of them,

SM The rest of them are taught as mixed ability?

P3 Sort of. But the same kids are in the same classes for every subject though, Cos I had a few other trainees who

SM So different classes go out for different subjects?

P3 Yeah, I think so, yeah that, that,

-that's, it's Y7 that confuses me, Y8 and Y9 are a lot more

SM - so some of them just go through [indistinct overlapping]

P3 Basic. Like they have top and bottom sets, well they have two top sets and two bottom sets cos the whole year is split into two and then the rest of them, completely mixed so I had two middle sets, middle set Y8 and Y9. In my Y9 class I had, at the top end, 7b and 7c targets and at the bottom end I had 4a. That to me is just ridiculously mixed ability. You know, how can you plan a lesson aimed at both a 7c and a 4a? Without doing completely different lessons at the same time. That, I found really difficult.

SM That's maybe something we can talk about. That was the Y9s?

P3 Yes the Y9s. Y8 was mixed as well

SM And did you have any KS4 as well?

P3 Key stage 4 I had Y10s bottom set. That was the best experience that came out of the practice. I loved those kids, I really did. My mentor hated them. As soon as she saw I was getting along with them she was like, right you can have them,

SM I could never, that's a weird set up that KS3 thing. And did they have sixth form as well?

P3 Yes they did.

SM And did you have anything to do with A-level?

P3 I observed Y13 Literature but I didn't have any responsibility over them.

SM So, thinking about your teaching was there a particular, key moment – no. Hang on a minute. Difficult.

22.44

P3 I think I've had a very interesting complementary experience

SM M-hm.

P3 When I was thinking about our interview before coming here I was thinking, God, you're going to have your work cut out for you here. You'd never have predicted it. [laughing] yes, it was very

SM To be honest, what is difficult, I can't really separate what was going on in school from what was going on out of it.

P3 To be honest I think that, the more and more I've thought about it, I think, regardless of what was going on in my personal life, I would still have had a really difficult time at the complementary school

23.23

P3 I've probably learned more in those six weeks than I've learnt throughout the rest of the course, for negative reasons and positive reasons. I've learnt how important it is to research a school before you apply for a job there cos I just couldn't work in a school like that and yet that's probably a dream school for most trainees, because it's an Outstanding school from Ofsted, the results are incredibly, excellent results and yet, it's just, I couldn't, I couldn't work in that environment. It's made me decide I couldn't work in a single sex school and I wouldn't want to either because I think there's nothing nicer than having a mix of boys and girls in class because they complement each other. Girls, I've already said before are a bit more mature but boys tend to be a bit more creative where girls tend to, girls tend to stick more to criteria of what's expected of them and the boys will take more chances and that really complements each other

SM Mm, I agree with you.

24.48

Let's see if we can think of a moment on practice when you had a choice. Maybe a key moment from practice in lesson, where you felt you had a choice. When you felt you could do one of two or several things and can you describe to me what was going on? What choices you felt you had, how you chose and why you chose as you did.

P3 in a single lesson, you mean?

SM Any moment. It could just be a fleeting moment, or it could be something that happened in one lessons and you reflected on and you changed later.

P3 One of the main choices I had to make was with my Y10s that I speak really highly of and unfortunately not many of the other teachers do, I was working with them in the first week and they took to me really quickly and I built up a really really nice rapport with them and that was fine. I took them over. The first lesson was fine and I got really good feedback from that. The second lesson, the mentor wasn't present, it was just me and the T.A. and they absolutely tore me to pieces [laughing] to the point where I was looking at the clock thinking, god another 25 minutes to go of this, how am I going to cope? And they were going to me oh this lesson is going so slowly and I thought, isn't it just [laughing]

26.28

P3 and nothing got done- well, there was a few bits, they started working OK at first and then it went rapidly downhill and I realised after the lesson, after it was over and they were gone and the TA said to me I thought you handled it very well, considering how appalling they were, you kept it together, that's the main thing, and I thought, you've got to have a thick skin, haven't you, but I took it quite personally I was disappointed cos they knew I'd really tried hard to build up this nice relationship with them and I felt personally attacked which you should never do, I've learnt that now, it's never a personal attack, it's just because you're a person of authority, and it was my choice then, I decided that my expectations of them were perhaps a little bit too high, I'd planned a little bit too much, knowing how they work, their work rate is very very slow, so after that my, I had to make, I said to my mentor, I'm making this decision now that I'm going to scaffold everything they do so instead of setting them off to work, as a group, there were only twelve of them, I was really lucky, so my mentor would perhaps sit with one guy in particular, who was very talkative, it didn't really make much difference, but to try and rein him in a bit, and then the TA worked with S- oh, I can't really say can I?

27.59

SM It's alright it won't

-appear on the

P3 A boy called X who was illiterate and another boy called X who wasn't classed as illiterate but near enough but she used to work in the corner and luckily the tables were arranged like that [indicates a horseshoe shape with hand] and I was like in the middle and that was nice cos we had almost a kind of forum kind of thing going on, so I decided after that that I would scaffold activities so that we would do quite a, really engaging active starter together on the whiteboard like a sorting activity or something like that and one of them I did in particular was when we were doing accent and dialect I created a sort of map with funny dialect terms that they wouldn't be familiar with and then gave them an A-B-C choice and they had to circle, so I picked one that is used on The Wirral, what does 'whopper' mean, you know is it a form of burger [laughing], you know, is it, and I asked them to work it out, and think about it logically, and we had such a laugh over that and it taught them that, because they were so unaware of how accents varied over the country because I suppose in this area there, apart from obviously I suppose a bit of South West accent but because in this school they are so well-spoken as well they don't really have that concept of regionality they really really enjoyed it so after that I'd chosen some different adverts with different accents on, like one with Ant & Dec and one with Sean Bean and asked them why they thought they'd chosen those accents to target the audience but in a really really child friendly way, you know Ant & Dec, what does it make you think of and just do it as a class, fill in those sheets together rather than relying on them working in pairs which is something they'd never do, they'd just start chatting so it was all about creating this learning forum almost

SM A real focus then

P3 Yes I really enjoyed it too cos it was quite nice to be able to, as it was going on, it was lucky cos obviously I had the TA and my mentor as well, she would keep some of them a bit more focused than, I was lucky there were that many people in the room though it still wasn't enough sometimes but it was that choice of going from actually dictating at the

front of the class to sitting on a chair, getting down on their level with them and saying right, let's have a chat. I got really good feedback from that. She said, because, that lesson in particular on accent and dialect, they were engaged for the entire lesson. I've never seen that before. I gave out no warnings. Normally all of them had a warning, And I thought it's making a decision to, maybe on paper that lesson plan wouldn't have passed, I don't know, but it's making that decision, do you tick all the boxes or do you do what is best for your pupils, maybe

31.10

SM Interesting. You see that as a contrast?

P3 Little bit, I think sometimes, especially if you are being observed, you have to really consider, when am I doing this, when am I... with a class like that, independent learning is so difficult to master because they won't do anything independently so it's about allowing them, I suppose integrating independent learning into a group so I'd ask the question and get them to answer it but it's that confidence then, cos they were all quite friendly with each other as well then it was more of a casual discussion than it was a 'tell me the answer, tell me the answer, tell me the answer' [speaking rapidly and clicking fingers impatiently] and putting them on the spot. It was more of a, very relaxed atmosphere and they didn't have the pressure on them to act out either cos sometimes it's like, 'X tell me the answer' and to divert attention away from the fact that he doesn't know it would then become a game for him.

32.16

SM Independent doesn't have to be 'alone'. That, it sounds like the decision you took to scaffold and have the forum setting, how did you come to that decision? What choices did you feel you had and what was going through your mind about what you might and might not do. Why did you choose that?

P3 Erm I chose that cos that lesson that went really badly and they really challenged me, I could understand why cos I'd gone from being this person in the room who they related to cos I think, you know, my mentor was near retirement age and she couldn't relate to them and they couldn't relate to her and she was from a completely different background from them and I came in and I tried really hard to get to know them as people and so I went from being this confident sort of thing and they could talk to me on a normal level, and not on a teacher level, to then suddenly be placed in front of the class and be their authority figure and giving out warning and stuff, they rebelled against it, and so the reason why I made that choice, I decided to take a back step, a step backwards and rather than be like this teacher I want us all to have a , I wanted to be a bit more on their side, be a bit more equal with them

33.46

SM And did you get that idea-

P3 I just came up with it myself cos I thought, I actually tried to sit there and thought what approach is going to work here and my mentor wasn't very useful at this school, which didn't help, cos I think I needed it, a bit of a support there, cos my confidence was really low and like I said I wanted to quit and I never quit anything and, it was just sitting

there and thinking what is going to work best with them. They rebel against authority so I made sure then that I didn't stand up as much, it sounds like a really basic thing doesn't it

SM No no it's really important

P3 So I tried either to sit on the desk or sit on a chair in the middle of them so that I was on their level, try to make my language a bit more child friendly and, I think what helped was that when we were doing this work on accent and dialect we could all have a bit of a laugh about how I say words differently to the way they did and sometimes they like to see a bit of a human side to you and you know 'I don't say *drahft* I say *draft*' [laughing] and you know, another thing was the controlled assessment topic that we chose to do with them was compare a Match of the Day transcript with a Pick of the Week transcript so, scripted football chat versus non-scripted –

SM Radio 4 chat

P3 And they loved it cos, you know, a set of 12 boys, all love their football, I love my football as well so I was like come on guys, and there was one point where I wanted them to pretend that they were interviewing either a sportsperson, or a pop star or a filmstar and I was right I want you to write a mock interview with that person and one of the boys, X, supported [names a team] like I do and he was writing an interview and I was like brilliant, you could write one with [names a player from that team], they won last night, against [names another team], he scored a hat-trick, it was his [says the number of the games this player had taken part in] and suddenly there was this respect out there for me, and it was like well done miss,

SM Talking their language

P3 and it's all about, I think, that's something I can't crack with the other sets though. I can do it with the bottom set cos there's this very relaxed atmosphere there, when I have to stand there and teach and be an authority figure I can't seem to bridge that gap between the classes and that's something I'm going to work on when I go into my next block

36.17

SM Why is that?

P3 I really honestly

SM Is it something you were aware of in your HS?

P3 Ye- not really no, but for some reason in X...in my CS for some reason, I think a lot of it was lack of confidence because of how they made me feel in front of the class I felt like sometimes putting on a bit of a front because they were so challenging of me all the time and maybe it was this confidence, I just didn't have the confidence in front of them cos they were just constantly, I felt like I was constantly being tested as well and that's quite exhausting actually when you are trying to teach a lesson and you've got kids constantly, you know, very attention-seeking, very demanding a lot of them as well, to be constantly you know Miss, Miss Miss, Miss, Miss, to be constantly you know and undermined a lot as well, it has a detrimental effect I think on your teaching style as well I felt I couldn't relax

the same, I felt I was always a bit on edge really so hopefully when . I'm feeling quite confident that when I go back to HS hopefully now I can let my guard down with them a little and be a bit more relaxed cos I was quite surprised you know cos I got quite nice comments from my HS and this placement went quite badly at times.

37.57

SM Thinking about the changing, first of all it was based upon a realisation that you had to adjust your expectations of the Y10 group, but the changes that you then set about, if you came across a class in HS where you had to adjust your expectations, would you go through the same process? Would you go away, think about it, come back, make the changes, implement them and then evaluate them. Would it be similar at your HS or would it be different?

P3 I think so. It's funny, cos this has been quite a useful thing to do, cos you don't actually sit down and reflect on it in this much details and now as I've been saying about the Y10s actually it has emphasised this importance to me, as much of a cliché as it sounds, about [38.51] knowing your pupils and not, knowing them as a class but knowing *them*, how they react to learning, what kind of learners they are, what kind of styles they like, actually one of the trainees said something really interesting the other day, that she had a particularly bad lesson with a Y9 group and the boys were all acting out so she took them out of another lesson later on in the week, she took them out of an IT lesson, she took them to the Head of Year office and said to them right guys you're not in trouble or anything I just want to ask you how *you* would like to learn, what can I do to make the lessons more exiting for you, how can I do it so you'll be more successful in the lesson, blah blah and they actually turned round to her and said, well we like competitions, we like doing this and that, and I thought, actually it sounds like such a basic thing to do, to ask them what they want, and I thought that's something I would actually quite like to do, cos the thing is, most of the time I'd like to think that, one of the things I'd like to be when I'm a teacher is like a human teacher, not this front of Mrs Trunchbull sternness, and I just want to be human and be able to say to them what can I do for you, and it does sound really basic but it is something I would consider doing if I had problems like I did in my CS. If that repeated itself in my third block practice I'd just sit back and say right how can I make this better for you and perhaps take a sample like she did. I think that's quite a good idea. And I've never heard anybody else do that

P3 -And they responded to her really well

SM -it's interesting

P3 Because they obviously saw that she took the time to care about what they wanted out of the lesson

40.43

SM Well, yes, in it together, teacher and pupils. Is there – you can choose something that you've just spoken about in those answers as key moments or turning points, but

40.56

SM were there any of those experiences, or any other, that affected your practice, your teaching practice as it went on that made you think, actually, that's become part of the way you teach now.

P3 I think, it's not got to the point of, I'm going to be repeating myself slightly, but that atmosphere that I created with the Y10s obviously wouldn't work with every class cos you are not lucky enough to have 12 kids in each class, if only, cos that's pretty much how I'd do all of my lessons to be honest [laughing] if that was possible but I need to really look at the way I was with them and see how I can adapt it to larger classes of 35 and how I can get more of my personality across cos one of the things that, I don't know if that is a confidence thing, cos one of the things they said at my HS was that I had very good charisma in front of the class but, I got completely the opposite comment at my CS where she said I don't have enough ownership of the room and I thought, maybe that is a confidence thing, maybe it was cos my confidence had been knocked, maybe it was because I didn't feel comfortable in front of these pupils because of their resistance to me

SM Or maybe-

P3 Or maybe it's a bit of both, going hand in hand with each other, maybe I went in too firm or maybe I didn't quite- I don't know, there was something missing from Day 1.

SM But then you've got your HS saying, in Our World you're right up there, with us and then the CS you're saying, in Our World, we're here [indicating at eye level] and you're [indicating lower] not there with us yet, so who's to say that those levels are the same-

P3 -that's true

SM what one figure of authority is in one school could be completely miles away-

P3 -yes that's true

43.02

SM You know we're talking, not even figures of authority, we're talking about the role of a teacher and what is acceptable for a teacher to do in one school, and what is acceptable, what is desired, cos one thing, I'm not going to talk about it too much cos we're going to run out of time but you're in a school that's got its own way of thinking and one of the things that they do is they say come in line with our thinking and this is the way we do it and we're going to show you the way we teach here and you know part of this study is about those adjustments this makes and that you can go into a place and all you know can be overthrown and suddenly, woah! What, you know, what's going on here? And what does that do to you becoming a teacher and right at the end I'm going to ask you to draw another graph about this sort of trajectory towards becoming a teacher and these kind of ideas are trying to be expressed there but we'll move on to the next one, it's the last one in this section, the sections speed up after this but, questions about your teaching practice, your actual practice as a teacher, the way you do stuff

42.22

SM What elements of your practice were developed at your CS? Do you think, if you can pinpoint anything.

P3 It's a bit of a difficult one cos I feel like, if anything I feel like I've taken steps backwards rather than forwards because of, in fact I've said that I've found it quite ironic that they tell us that you need to, you know, the importance, the power of praise and the importance of positive comments and making sure you're explicit with pupils about what you expect from them and stuff like that and when I was doing my CS, I thought maybe they should take a step back and think that actually I'm still a student myself and I don't know the answers, I don't know, you know I had what six weeks teaching experience before then compared to her 30 years or whatever, and I think they sometimes have too high expectations of you, I think, that you already know it and the point is I'm there because I don't know it and her feedback was sometimes really really inconsistent. Sometimes she'd be, oh fine, fine so, are you OK to do them tomorrow as well and there was like well you're telling me I'm not improving but there was no actual, she didn't really take any steps in place to actually help me develop, that's the thing, cos it's something that I've spoken to my [uni?] mentor about and the girl that was there at that school previously said the same thing about the same mentor that she's too busy to be a mentor, she doesn't really support you, she doesn't really give you that answers you need, you know, how do you do this? How do you develop as a teacher? What would you do? [46.23] And I felt like I was very much left on my own which really didn't help, with everything else going on, I really needed someone to, not so much hold my hand but to show me the ropes, cos that's what I thought I was there for rather than be told, right you're being given this class, go. There were no schemes of work there as well so that was also a bit difficult but

SM So there were no shared schemes of work? So everybody did their own?

P3 No [laughs] so I had my first experience of creating my own SoWs so that was interesting

SM So was there a stock cupboard or shared textbooks or..?

P3 There was barely anything, like there was just filing cabinets which had just random photocopies in like the poetry section would just have bits like just have 'Half-Caste' [poem by John Agard] in it and a few bits of other bits, nothing concrete and so me and the other English trainee there found it very very hard cos it's a lot of extra work actually and so I found myself really relying on TES and Teach-It to give me some, even broad Sows to follow

47.34

SM Was that something that happened across the school or do you think it was just the English department?

P3 I don't know actually. That would be interesting to try and find out cos the atmosphere or the impression I got from them actually

SM From who?

P3 From the English department was that, I mean they all kept, they all had their own SoWs that they'd created and they all kept them to themselves, and I thought, completely the opposite of [HS] because they actually have this web share thing where, any time they have a resource that works pretty well they'll upload it and, it's all about sharing ideas and it's all about, there's no competition element, we're all in it, we're not in it to beat each other, we're there to teach kids as best we can and that's always been the type of

environment I've seen myself in cos I've never seen myself as a selfish and competitive person and yet that's the impression I got from them

SM It sounds like a really hard environemtn to go into as a trainee

P3 It was such a different experience

SM Well shall we move onto the photos then and see if we can finish in the next 10-15 minutes, then.

P3 OK.

48.40

SM There were lots last time, I don't know if you remember, but people tended to talk about these three types, and [sets up slide show of pictures in chronological order]

48.55

SM So can you tell me if there's of those kind of schools that you'd like to teach in

P3 Erm that one looks like

SM Or is like your Complementary School?

P3 That looks like my HS [contemporary] slightly, kind of modern buildings, every room the same but I like that, whereas this one is more like the one I've just been in [old] not, in fact really the one I've just been in looks even prettier and more traditional than that [the photo], that looks more like the school I went to

SM I remember you saying that actually

P3 cos it was a really old building. This [1960s] looks like a school that I know quite well, though I didn't go to it myself, it's like one my Mum went to actually cos she's from [names a place], very very inner city, or inner town, or industrial town, maybe, definitely looks like an inner city school. That one [contemporary] appeals to me the most, cos it's just got those connotations of its modern and innovative and they've put a lot of work into it and I do like that one

50.23

SM And do you think the building that a school has makes a difference to what happens in it?

P3 I think so actually because em, my complementary school being in such an old building, the classrooms are old, everything's old, the tables are old, the cupboards are old

SM [laughing] The mentor...

P3 Everything's been there for like 50 years, I don't know why but it already has that, [50.53] when I walked in there I already felt daunted myself and I thought, I feel like I've walked into an old grammar school or something and it reflects on the traditional values that they have in that school as well which, I don't know, I mean does it have anything to

do with the building? I don't know but it's ironic that that schools I've seen which are like that, the school I went to was similar, certainly not as middle class as the one I've just been in, but it had quite old-fashioned views and policies and things like that whereas this one looks like my HS and also the school I did some observation and experience in before I started my PGCE, in [names a town], and actually, very similar to [HS] in a way, though not as outstanding as [HS] cos it needs a lot of work doing to it, but similar values as in a really contemporary approach to teaching, really, really creative, not a textbook in sight, you know [CS] is all about textbooks

52.09

P3 Not a textbook in sight, it's all about creativity and innovation, and I think that helps sometimes when you go into a room and, new equipment and walls without cracks in it and bits of blue tack everywhere, somewhere that's really clean and modern I think personally I see that as a really positive environment to be around cos it shows you that the school is aware of modern changes and it's trying to be as modern as it can be. I know not all schools can have the privilege of having new schools buildings built for them but, that's what I think about it anyway.

SM Ok that's good. [52.48: Sets up Q7: Hargreaves' statement]

53.03

P3 High profile use of performance data, definitely [reading] results focused, I think that's really - maybe the concentration on high-profile curriculum areas and the personal success seen as a contribution to learning as well

SM What side is that on?

P3 That's the left side [Facilitative]

SM And the other three are on the Determining side?

P3 Yeah I think they do celebrate personal success a lot in that school and the end of year, er term, the Easter assembly they were actually concentrating on rewarding kids for their personal contribution to either extra-curricular or within the classroom so there was a big emphasis on that but the other ones, when I say it's quite an old-fashioned school in the sense that it reminds me of how, it's summative rather than formative, and there's more of an emphasis on this is your grade, this is your grade, not this is your target and I'm more of a target-setter rather than someone who looks at grades but maybe that's just because of the way I was in school, I probably didn't want to look at mine but

54.54

SM So it's coming out towards this side [points at Determining; P3 agrees; SM asks P3 to put them in order of importance]

P3 Results as number one, results focused;

SM Then?

P3 High profile use of performance data.

SM Then?

P3 What was the next one I had, sorry?

SM Then high profile curriculum areas and personal success.

P3 Personal success and then high-profile curriculum areas.

SM OK thank you. Keep them [statements] there cos,

55.43

SM your HS, when you were there and you looked at it, looked at those, you came out as saying it was more determining. With CS to compare it to, what would you say now is standing out about your HS?

P3 You know what, yeah, it's weird isn't it, having had experience of something that's very much on that column, I realise that the other one is the opposite, not completely the opposite, obviously, they're quite results-driven as well actually, well I think most schools are really. Definitely a, one thing I think, I'm not sure if I said this last time, a collaborative culture

SM Yes, you did.

P3 In particular. What was the other one? Curriculum tailoring. I don't think I said that last time as well. Not sure. It's funny cos I think that the schools are very different but they're both similar in a sense that I think that my HS has a much friendlier approach to, don't know, a bit more of a friendly and laid back approach to teaching and learning than they did at the other one, but at the same time within a department all you are constantly hearing is results results results, what's their target grade you know

SM Is this in HS?

P3 Even in the HS whereas it comes across in the classroom that this is a bit more individual to kids and a bit more laid back

SM Yes that's a good point-

P3 -whereas in the department all you're hearing about kids target grades and hitting that-

SM Yes that's really good – is it kept behind the scenes

P3 Yeah

SM or is it something the kids are exposed to?

P3 Yes I think they keep it behind the scenes whereas the kids are more aware of it in my CS and I think the kids are probably more aware of it because from what I've seen even in that six weeks they have an awful lot of pressure on them at home. I had kids coming up to me and saying you know my Dad was really angry cos I only got a C, a 6C on my last one, I need a 7A and I think, you know, poor kids, they must have so much pressure on them you know? I didn't have any pressure on me when I was at school. I think, yeah, it's definitely

isolated, or kept from them and I think that's a nice environment to be in as a child cos pressure can work for some people but for a lot of them it can have a really damaging effect on them

SM Anxiety-inducing?

P3 Yeah.

SM Great. That was really helpful.

59.10

SM [sets up Q8 – cards]

59.30

P3 This is going to sound really strange but this one came to me straight away but

SM That's corridors and lesson change?

P3 Yes this one came to me straight away cos the timetable of lessons is really strange at CS. There's a form period in the morning that starts at 8.25 at 8.45 they have the first lesson which ends at 9.45, then they have a 15 minute break, then they have second lesson from 10-11, another 15 minute break and so there's these little mini breaks up until Period 3 then it's just continuous till lunch then it's Period 6. No, period 5 then Period 6 depending, they've got split lunches, at either period 4 or 5, but also I've never seen anything quite so crazy as the corridors in that school cos it's so narrow, the corridors are really, really narrow, in the English department the corridor curves round, I can't even, really imagine [indicating width of about 80cm between palms] you know, really narrow. You've got all these kids lining outside the corridor, outside the lessons and you've got all these kids trying to squish past so it's like chaos and one of the things I used to think is that no wonder that they come into the lessons sort of hyper and already disorientated because they've gone from this chaotic atmosphere of this lesson change into...

SM It's horrible sounding isn't it? It sounds really awful

P3 [laughing] I've painted a really terrible picture

SM And they built in extra breaks so they could experience it more often [laughing]

P3 [laughing] Yes and you know, so I think, I don't know if that's reading into it perhaps a bit too much but I think that coming in from this complete and utter chaos and trying to then rein them back in and calm a situation to have a successful lesson inside

SM And presumably having them lined up outside is supposed to be some way of trying to establish a calm entry point, was this something that,

P3 Yeah and yet it does more damage

SM Did all the teachers do this?

P3 Not all of them but the majority of them but my thing would be that the kids would automatically wait outside the classroom for you which was quite normal but my thing

would be quickly to get them inside as quickly as possible cos I think sometimes getting them in in dribs and drabs is actually a bit better, whereas at first I thought the expectation of me was to make them all wait outside until everyone was there

SM In this school? Or as a teacher?

P3 As a teacher. Actually. So that's what I assumed for a bit at first then eventually I thought, it's not really doing me any favours so then I let them come in is sort of dribs and drabs and they'd come and sit down

SM So was that something you just, did you have to clear that with anyone or did you just one day, like see them all with their faces pressed against the glass

P3 Yeah, I think actually it was my mentor said to me one day, do you want to let them in? And i was like oh. Well maybe that's something that she would have done with them but I have seen her occasionally say Get back outside, even at the start of my lessons so I felt a bit sorry for them, I did say to her, they're probably a bit confused because I normally let them come in so, but then again, that's maybe more of a politeness thing that maybe they're supposed to wait outside the classroom for that teacher to come in. IN fact in that school they did have this ridiculous thing, which still think is stupid, which is, if you're teaching and a teacher walks in, they all stand up. I don't understand it just disrupts the class [laughing] and I just don't get it really so maybe it's linked to that.

SM Great.

P3 But I think, especially in a school like that they really shouldn't have them waiting outside.

SM Poor things. I feel all sorry for them now. I'm just going to check that wasn't from the person I was supposed to be seeing at 3 [checking phone message]. No it wasn't. I think I might just send her a text and while I'm doing that

1.04.04

SM [Q9] Can you just have a think about what kind of teacher fitted in well at CS?

P3 The kind of person that most comes to mind is the teacher who was the mentor for the other trainee who was there and she was very much erm extremely organised to the point where I don't know how it is possible to be that organised. Erm, maybe that's something that I should aspire to. Extremely organised. I found her, she was actually the teacher of my Y7 class and I found her feedback sometimes quite ironic and I'd seen her, I'd obviously observed her teaching and she's very, she comes across very stern, very cold and her feedback to me wa that I needed to lighten up. And I'm quite a smiley person as well and I thought *what?* [laughing] Anyway, I thought I'll take that on board to look like I'm enjoying it more. She does come across quite stern. She's quite. She's quite innovative but not necessarily creative, but I'm not that creative a lot of the time either though.

SM What would you say is the difference between being innovative and creative then?

P3 Because I think she's very much aware of how useful the electronic whiteboard is, the interactive whiteboard, which I use in every single one of my lessons em just as a

background thing more than anything cos I think it benefits visual learners just to see a few bullet points from what you're talking about and as a visual learner myself maybe it's something I'm quite aware about so she did a similar thing to that she'd always have something on to focus their attention on

SM So using technology?

P3 Yeah using technology

SM but not necessarily creatively?

P3 But not nec- yeah and I think that's a little bit how I am as well and another thing she would quite often use a lot of em numeracy in her class which is something I have to try and incorporate more into mine to try and tick more boxes so to try and use certain graphs and diagrams you know to compare characters and things so that, I think, is sort of innovative but not necessarily, well I suppose it is creative in a way but it's not necessarily an engaging activity, it just ticks boxes in my opinion, it's not something they would get really excited about but, she's very much, I wouldn't say stern but she's very detached from the class, she's one of these that, if they had, which I find ironic because she's Deputy Head of House as well, but she's not the type of teacher that I can imagine being in a pastoral environment because she's not very approachable, there's definitely a reserve there, but there's a lot of them like that there. I mean the other trainee said that the women in the department were lovely and I got along with them very well but there's definitely this closed off thing, you know like I said about the SoWs, and how everyone was really protective over their own work and I think there's definitely this reserve for each one of them and that's not something I've seen at all in my HS, in fact it's more of a community there and there's this really nice family atmosphere there but this one, there wa definteielly like a , I don't know, reserved is the best way to say

1.07.40

SM Without repeating too much of what we've said before because we've covered quite a bit on this already, this is asking you [Q10] about how you were able to *be* on your complementary school placement compared to the kind of teacher you want to be. And the kind of teacher you were at the HS. Have you got anything to add?

P3 Just maybe that, I think I put the pressure on myself just from knowing the reputation of that school and the atmosphere when you walk in the school

SM What was that atmosphere?

P3 You know when I was saying that, as I said before it feels like a grammar school or something, it's definitely got this, it's kind of a cold atmosphere to it. It's not very welcoming. It's not very inviting. [1.08.25] And I remember walking in on the first day and immediately thinking I didn't fit in there.

SM From – you weren't in a crazy corridor when this happened were you?

P3 [laughing] No! That was the final nail! No there was just something about it when I walked in and I thought, no one, I don't know, there was just, you know when you can just pick up on an atmosphere. I just didn't really. The staffroom for example in the other

school [HS] was always buzzing, there was always people laughing and chatting, and there was this friendly atmosphere, but there wasn't the same thing though in this school, I mean they are very busy teachers and they make themselves busier by getting involved in so much and that's fine, that's the expectations at that school, but somewhere along the line they've lost this, welcoming nature that I think schools are supposed to really endorse because, obviously, how can you expect a child to want to come in to school if they don't feel comfortable and welcome to it? I don't know.

SM Child or anyone.

P3 Yes. I suppose as I got used to being around there perhaps I didn't notice it as much but I certainly am not sad to say goodbye to that school. There's nothing apart from my Y10 class that I'll miss about it, because I just felt uncomfortable there and everything a lot of the time and like I say this reservation that the teachers gave off sometimes if you were sitting in the office you kind of feel like you weren't, not necessarily that you weren't wanted there, but like that you were somehow in the way, and asking questions became a bit of a nuisance to them which is fine because like they are busy people but sometimes I think you need to remember that you were a trainee once yourself and I think a lot of them, their department is a little bit older than the one I had at the HS as well

SM This is the average age of the teachers, do you mean?

P3 Yeah. I think in the school as a whole actually, I mean there were some young teachers. I mean the youngest teacher in the department was 29, which is probably, but when you consider that the ones after that were probably 50s/late 40s. And I think that, I don't know if that had an effect on the way me and X, the other trainee there, felt while we were there but there was definitely, they had kind of lost sight of the fact that they were trainees, some of them longer ago than others, but they'd definitely forgotten that you're not all-knowing, that you're there to learn, but there definitely wasn't that support element in the other school. Maybe I had too much support there and that was why it was such a shock coming to that one.

SM It certainly was a contrast, wasn't it?

P3 [Agrees] but it's interesting cos it has taught me a lot cos I think at the time I did see it as a very negative experience but after talking to [uni mentor] and you know reflecting on it it's actually taught me a hell of a lot about teaching and maybe it's given me a bit of a thicker skin as well and like, you know, talking to my mum, as well, she's the best person, cos she's like, you know, I can't believe, you know, how do you feel? It must be dead exciting for you. And I'm like no, it's really hard, you know. It's something I've wanted to do for my entire life, near enough, since I was about 14, and to actually do it and sometimes it not live up to your expectations, is actually a really negative thing and because this school didn't live up to my expectations and teaching, I didn't enjoy, with all the classes

SM And it can shake the foundations of your certainty

P3 It really does, yeah.

01.12.36

SM [Q11] you talked about the mentor, were there any other key people on your placement who helped you? Or have you anything to add about the help you received?

P3 Actually, probably X's mentor helped me the most.

SM Was she one of your class teachers?

P3 She was the Y7s class teacher.

SM So, the very organised one?

P3 Very very organised yeah. I mean she was, I would have, in some ways, her and my mentor were like chalk and cheese. I mean like, whereas mine didn't give any input, X gave too much input in some ways and didn't allow, I said to X [the other trainee] that I would have felt perhaps a bit insulted that I wasn't given as much responsibility as I was, even though she progressed a lot more than I did in that placement. And it was purely because mine was just, like, do it, just go and do it, so I marked lots of sets of assessments whereas X [trainee] had to have hers, she had to spend some time having hers, what's the word?

SM Moderated?

P3 Yeah, moderated, before she was allowed to do hers.

SM Mm, but you had that hundred exam scripts marking experience at your last placement to fall back on

P3 [laughing] I wouldn't say I was an expert marker or anything, but yeah, maybe that was it

SM So, on that chalk and cheese thing you mentioned, when you get advice, you do have a choice over whether to take it or not

01.14.20

SM And you've had a lot of advice since September, so what prompts you take advice when you're given it?

P3 you know what? I remember once, when I was in 6th form, I had an English Literature teacher said to me that she'd never known a pupil to take feedback on board as much as me, she said you never see it as a negative thing, you always want to do it. And I was like that's because I always want to improve myself and I trust your judgement and I trust the judgement of people who know more than me or who know better than me, you know?

SM So that's like a personal trait?

P3 Yeah. And I think, this placement, they emphasised a lot more on the negative than they did on the positive, which I'd say had more of a negative effect on me than I thought it ever would, cos I'd always had this thing about, this preconception of myself that I was good at taking constructive criticism, or feedback and I never get offended, I never take it personally or anything, but em on this one I think that the amount of feedback that, no so much [mentor] gave, but that [other trainee's mentor] gave was sometimes a little bit too

much to be able to implement by the next lesson, you know, you can only take so much on board each time.

SM So what helps you decide?

P3 I picked the ones that I thought would em benefit them most.

01.15.51

SM Benefit the..?

P3 The pupils.

SM The pupils?

P3 Yes. So there was one point where she, I can't remember what the feedback was now, one of the things she said was to use more praise in the classroom, ironically, so I tried to do that – oh, that was it, we were doing Skellig and as we were doing the reading, she said to me, because they were quite weak students, to use comprehension questions as their reading, so not just like them read books of texts but to actually keep questioning them after every paragraph or so to keep them engaged and to remind them what's happened before and that worked really really well and during this reading section in the lesson when she gave me my feedback after that she said that went really well and I'm really pleased that you really do take on feedback and you embrace it and I thought well that's quite nice, I've actually had that same sort of comment that I'd had in school and it wasn't something that my other mentor had noticed. She'd never said to me that I embraced feedback, which I did, I always try. Sometimes I'll try it and think, actually, doesn't really suit my teaching style, which, it's not always going to, is it? So there's some techniques which I tried during that period which I'd never try again in my HS because it just didn't, you know, you've got to be comfortable in what you're doing I think. Mostly behaviour management, I think because...

SM Is there anything, sorry to interrupt

P3 OK

SM Is there anything that you would take back to your HS?

1.17.24

P3 Yeah definitely this idea of the, testing individual knowledge rather than knowledge as a whole, so for example rather than do we understand, tell me what we're doing

SM -like in Skellig

P3 -tell me what we're doing in this task and having them repeat it back to me so I know they understand cos I fall into the trap sometimes, like any questions? Right, let's start and then suddenly 12 hands go up I don't know what I'm doing you know and I think that's something I really need to try and use more consistently and efficiently and be more explicit in my instructions cos sometimes, you know, it's so easy to forget that the mind of a 12-year old is so, different and you think you're being as clear as you possibly can be in

the instructions and you model it as best as you can but actually you're not, you're actually assuming they know a lot more than they do.

1.18.28

SM So, shall we draw? Oh, what kind of trainee do you think is valued at that school? I haven't asked you that, I'm trying to think, no so, what was the kind of trainee your CS valued?

P3 I don't think they probably liked me very much as a trainee because I was a bit challenging, because obviously I didn't take to the school and maybe I'm not as bright as some of the others on the course and perhaps trainees they've had in the past. I think definitely there was something about it that they felt I was a bit of a hindrance at times, and when you actually feel that that's the, I don't know, maybe I'm reading a bit much into it. I think they type of trainee they wanted in was a kind of straight-A student, naturally good at everything, came in and did their job and left, and because I wasn't, because I represented a bit of a challenge and I don't think really they, my mentor in particular, had time for me to be like that. And it kind of reflects in her attitude as a teacher in the sense that she's wonderful with top sets and A-level, you know, fantastic, and yet hated my Y10 group and immediately, as soon as I showed interest in them was like right you have them and I think that really reflects in the way she was with me as well

SM Focus on one end?

P3 Yeah.

1.20.20

SM Right, last thing, another graph. Quite a quick thing. I'm going to tell you what to put on your up and down line [laughing]

P3 [laughing] OK

SM So, time along the bottom and Becoming a Teacher up the side. If you think that, before you started the course, you were somewhere down here in this area [I indicate the area where the double negative quadrant would be]. So this is going to show the whole course so far and the line is going to show a kind of trajectory where, the higher up it gets, the more like a teacher you are becoming. So have a little think and draw me...

P3 That's actually really really difficult...

SM Nah, it's not.

P3 [Laughing] Shall I just put some comments down here

SM Yeah.

P3 It seems really low, I should have perhaps done these higher up or something [indicating the undulations] it looks really, really negative

SM It's OK.

P3 If I think about, do you want me to do it right up to the very end of the course or up to now?

SM Up to now cos I'll ask you to do this again the next time we meet.

P3 [drawing] That should be on the same line pretty much. OK.

1.22.37

SM OK. So do you want to talk me through it?

P3 OK. So, block one, obviously this is the improvement from starting like my very first lesson with them and then finishing block one. I felt like I'd hit a middle ground where I wasn't a beginner and I wasn't developed enough obviously to be like a teacher at that point and then obviously that carried into my second block but there was dip where I actually thought I actually took a step backwards rather than progressed, which is quite unfortunate but I guess it happens sometimes, so that's when I went backwards instead of progressing and then towards the end of the block I progressed back to where I was at the end of my HS which is not ideal cos I'd like to have been up here somewhere [indicating three-quarters of the way up the y-axis] but you know in reality, obviously - things happened

SM - due to the circumstances, mm

P3 So I'm happy to think that I'm at least, I think, as far as the teaching goes I'm happy it is at least on par with how it was then however, if this was about my understanding and my appreciation for it it would be up here somewhere [about three-quarters of the way up the y-axis] but it's just that I need to implement that into my practice.

1.24.03

SM OK so, looking at where the line is rising, two very different schools, two very different sets of experiences, can you see any commonalities and give me an example of what makes the line rise?

P3 Em, confidence in my own ability to *be* a teacher I think really. Cos along this part here where it dips, was around the time where I wanted to quit cos I felt I wasn't good enough to be a teacher cos that was the impression that had been painted by my mentor that she didn't believe that I had what it took really and that had a really negative effect on me then cos I didn't believe it either

SM Especially if you trust the judgement – of people who are more experienced

P3 -And I did trust her judgement cos she's an experienced teacher

And then after speaking to my tutor here, you know, she said to me that it's by no means the first time this has ever happened to anybody, you know, it does happen, em and she said sometimes the CS is just an overwhelming experience and it can have a negative effect but at the same time to be aware about the fact that you can't rely on the safety net of something that you're familiar with, I think I was really, really lucky with my HS cos it really is ideal. I got all the support I need and it's quite a nice environment and atmosphere to work in and the pupils are generally very nice, not just well behaved obviously there are

some that are still a problem but they're actually just a bunch of really *nice* kids, you know, enthusiastic and want to learn and the difference that a down-to-earth kid makes as opposed to the type of kid who is cocky and arrogant, the actual difference that makes to your teaching is really, incredible. I hadn't quite appreciated that until I experienced this, it's all about, compromise between, you've got to compromise *yourself* and your teaching for that class in the sense, that you've got to adapt, sorry, you've got to adapt to that class cos they might be slightly different but they've got to adapt to you cos you're not be the teacher they've had previously or whatever, I think it's a bit of a compromise situation but unfortunately you can't ask 34 12-year olds to think of it like that, you know, if only [laughing]

SM Yes. For six weeks only...brilliant, well I think I'll stop the tape there, thank you very much

Interview ends

1.26.23

9 (f) Interview 3, Participant 3,

Private Office, English, F

SM Interview with participant 3 29th June at 11am em good morning

P3 Hello]

SM The first thing I'm going to ask you to do is draw a graph

O3 OK

SM There's some paper here...it's a bit of a repeat of previous exercises, there's pencils and pens there, and what I'm just asking you to think about only your PoT3 practice so your return to your HS

P3 Yeah

SM and em an L-shaped graph that's right, time along the bottom and it's, what I'm asking you to do is draw your experiences on that graph as a series of up and down movements, to give us a bit of a focus for talking about sort of key moments for that time and you can call the y-axis whatever you would like.

P3 OK [draws]

[1.47]

SM OK?

P3 Yeah there's always around that area where it just dips [indicates a point at end of week 5] but I was quite ill as well cos I had a really bad kidney infection during that em time as well em

SM Oh my goodness

P3 So I did have a bit of time off school em that probably didn't help em

SM So you were just running out of steam were you?

P3 Yeah

SM You've called it 'Highs and Lows'

P3 Yeah

SM Is that a sort of emotional thing or energy or enjoyment or what?

P3 Oh I think in every aspect definitely cos the, the mental strain at that point was, was pretty difficult actually like when I look back on it now. It does always seem to be around that time though I guess it a lot of it is fatigue as well though

SM The sort of week 4 5 you're sort of flagging

P3 Mhm yeah I don't know how

SM Yes

P3 I think it's not just a trainee thing I think the whole department suddenly goes on to a bit of a low and I think that probably doesn't I think that probably has an effect on the trainee probably as well

SM Mhm

P3 Cos everybody was a little bit, short...and a little bit wary of the fact that there's deadlines you know specially round this time cos of the GCSEs and everything

SM So that was something you were aware of? The

P3 Yeah there was one week in particular where the whole department was so stressed out and I think you can't help but let that affect you and when you are observing what goes on in a department and when you're, sort of on the outside, it it I don't know I think that's when it hit me that I thought that the stress that comes with this job is just unlike anything I've ever known

SM Mhm

P3 And it's horrible to see them crumble round that time as well cos there was so many there were tears there were arguments amongst all the department staff and I mean not on a large scale but you can just you can see things erupting and,

SM Noticeable from your first placement that, that sort of an increase in stress levels?

P3 I think I think a lot of it I think the exams to be honest em, made it a lot, or increased it perhaps in this block because em, they were running like revision sessions during their own like lessons at KS3 and they'd have to get cover so I did cover for them er because it was just a bit of a nightmare really when the cover wouldn't turn up and they've got all these kids waiting for a revision session

SM OK

P3 Yeah

SM So you were there for SATs. The coursework was in I suppose, the English coursework was in er so you were there for SATs and preparation for GCSE coursework [sic. Should have said exams] Would you mind telling me which classes you had on your timetable this time?

[4.33]

P3 I had full responsibility of a mixed Y7, the low ability/very low ability Y7 group I shared with a Y8 class with one of my other classes. I had Y9, Y10 which I did teach, I shared a lot of the teaching with the teacher and I had a Y13 class that I shared with the teacher as well. That was Y13 language.

SM Nice. You got some experience with them before they disappeared

P3 Yeah it was nice actually em it was kind of more seminar based cos obviously it was quite a revision well revision em period so giving the text to them and asking them to identify language features and em it was on top of the language change theory you know bringing everything in. It was really good. I enjoyed that.

SM Mhm I never taught any Language, separately, but em, I kind of got interested in it later. Some especially for kids that are linguists that are doing other A-Levels in a foreign language

P3 Yeah

SM It's something they really enjoy so,

[5.53]

SM you said Y7 was mixed and Y8 was mixed ability

P3 [clears throat] Sorry Y7, 8 and 9 were mixed but I had a bottom set Y7 as well cos that was quite interesting teaching the same topic to different abilities you know

SM So you had four classes that you were fully responsible for, 2 Y7s an 8 and a 9 and then two team-taught classes, an 11 and a 13?

P3 Yeah it was a bit difficult cos em, there were a lot of clashes in my timetable this time so for example with em, I had full responsibility with both of the Y7 classes and the Y9 class, but the Y8 one I only taught on Week B because all my classes with them on Week A clashed

SM Oh OK

P3 So it was a bit a bit erratic really em and then the Y10 one em what happened was the teacher was going off for a em, I think it was just over a week cos she was having an operation so she got me in the classes to work with them for a week or so beforehand and then I took over them when she was off so that they were still being taught and it was The Crucible as well which was, difficult, em

SM You w- she was teaching them The Crucible

P3 Mhm well I started The Crucible with them while she was away and then, when she came back we sh- we shared the lessons more or less so I did a section with them and she'd do the other half or we- we'd completely team teach

SM Mhm

P3 So that was an experience. I'd never team-taught before

SM No em and how did you em, did any of these classes, were they new to you? Or had you taught them previously?

P3 I all of them were new to me

SM And the teachers? Were they new to you too or had you had some of their classes
{on first placement?

P3 {Well, most of

Well I knew the department very well anyway so I, I already felt like I knew the teachers quite well but sh- they tried to put me with different ones from the last time I was there

SM Oh OK

P3 Yeah so...er and one of them which is quite interesting cos I'd never had a male mentor well my mentor was female but she put me with two men, one my Y8 class and I'd

never had a male teacher, male teacher's class before so that was interesting cos it was just completely

SM I remember you talking about this in the first interview and saying how you they had a sprt of showman role

P3 Yeah

SM And er the women seemed to be more, er mumsy and nurturing

P3 Yeah yeah and er it did come across it- I think in some ways he erm I think some of the other teachers are a bit more mumsy than I am cos I wouldn't say that I'm very maternal em, so it was interesting getting the feedback from him em cos he was very positive towards me actually em, I think because I don't know I think I was like a it a I wouldn't say I was a disciplinarian or anything like that but...compared to th- cos there was another trainee there for the CS and I think compared to her approach mine was a lot firmer I think he said so, it was interesting to get his perspective on it anyway after never having had a male give feedback before so

SM Mhm so going back to your graph

P3 Yeah

SM Can you talk me through it?

[9.18]

P3 Well I think after being at [names CS] I think my expectations of [names HS] were quite high and they did live up to it but I I think I was a bit apprehensive when I first went in because it was I really didn't enjoy [CS] at all

SM No I know

P3 And em

SM It was a hard hard placement for you

P3 Mm and I think em, so when I went in I think it was about building my confidence again and it was really good and I was really really enjoying it up until I got really ill and by that point it was it was just a strain, and obviously I like I missed however many days I thik it was about a week when it when I had the really bad kidney infection

SM Mhm

P3 And then going back into it after that in like Week 5 I was I was just tired I shouldn't really have been there but I made myself go in because I want- needed to do my Standards

SM Mhm

P3 But really I don't think I should have been in there at all em, but you know [laughs]

SM [laughs] What can you do

{a shame

P3 {I know

And then during week 5 towards the end I was feeling a lot better and a lot more confident again and really enjoyed my last I think it was week and a half there it was really good

SM Mhm

P3 And I got really good feedback and yeah I think it was because I was observed a lot because obviously I'd missed that I need to, em, I needed to make sure I had all my Standards ticked so,

{it was a case of em so

SM {Mhm you were getting lots of positive

Feedback to buoy you up

P3 Yeah I think so cos like one of the things I've noticed is that the observations tend to slack off after a while and, the teachers either too busy or, em, you know it you know like maybe it's on both parts you don't feel you don't want to be observed sometimes and sometimes you do and I think it was quite good actually to be observed a lot at the end cos it makes you reflect on the, probably having a lot of observations at the very beginning and then at the very end, it did make me see the difference

SM Oh OK

P3 Yeah

SM And so do you mean that kinds of gave you the sense of your own progress?

P3 Yeah it did I think so yeah but I guess I think there's just a lot of self doubt there for me to be honest and, I'm not sure that, teaching has lived up to the expectation I had before I went into it which is a shame em and cos it I feel- I get, it seems to be a lot less about the teaching and more about the admin and that's what I can't, like I can't get my head around because to me it was never about that so [laughs]

SM No

P3 But it's just how it is I guess but

SM What are you doing next year then?

[12.06]

P3 I don't know, I I do want to do my NQT year but, I don't think I'm ready for it yet to be honest I, [sighs] I think cos it's such a consuming thing to do like all-consuming and I think I'm too selfish enough at the moment to really give all my life away to that I- which is an honest thing to say I suppose

SM Mhm

P3 And I wouldn't want to do it half-heartedly because that's I don't want to do teaching just to do teaching I want to do teaching to actually *teach* you know and, I love it, when I'm in the classroom, there's nothing better but it's just the, it's everything else that comes with it and the stress and the illnesses constantly and I I don't know it was a bit much really to be honest [laughs]

SM Consuming is a very good word for it

P3 Mm

SM Actually because it does sort of feel like you're in some way you're being depleted, as the year goes on

P3 Mm yeah definitely, I think it was just it's interesting to see the reaction from the friends that I have in X now actually as well because when I first moved to X in August I I did already know my flatmate since we were 18 and she moved to X years ago and so I knew some of her friends but then I remember coming back home at over Easter for a bit to see the family

SM Mhm

P3 And then I came back in the second week of Easter and it was my birthday that week so I just like, I invited loads of people out and I made, loads of friends that week and it was just weird how it was just like all of a sudden like I'd found my feet in X if you know what I mean

SM Mhm

P3 And like before then I could never have imagined myself staying around here

SM Mhm

P3 And now I can't imagine leaving and I think that's one of the things that's had a, a bit of an influence on my decision not to go into teaching straight away as well cos I think originally I wanted to move away and just start afresh like in September I was thinking of going to London and things like that and now because I feel it's weird cos I've never felt attached to anywhere before it's just something about the city but their reaction to seeing me before, like round Easter, and how, stressed I was after my Block practice and specially my flat mate would be brilliant to give a review of [laughing]

SM She doesn't teach?

P3 No em she she's an artist but em it's just interesting I think looking back on the personality and my lifestyle and everything compared to now they think it really does like the word consume again it takes over your life to the point where I didn't really have a life other than school and I think, I could deal with it for a certain amount of time and then I think, I I don't know I don't think I'm the type of person at the moment that can give myself completely to it and I think that if I ever wanted to do it I would want to do it a hundred percent

SM Mhm

P3 Not just to get my NQT year done you know I think it deserves more than that so I think, that's what I said to my tutor when she was talking to me last week when I came in and it was like nothing against her and it's nothing against the schools or anything I think it's just that,

SM Very personal

P3 Yeah

SM Yeah I mean you can't know until you do it what it's like

P3 Yeah

SM And it isn't like any other job

P3 No [laughs]

SM It isn't

P3 I I do see myself doing it at some point but I I think you need to be like a hundred percent dedicated to it and I think your heart needs to be a hundred percent in it

SM Yeah but a lot of it is about finding yourself in the right place like you have in X you know if you find yourself in the right school you know you might just find that you ju- you don't have nthis strange experience that you have in the PGCE that's never repeated again where you've got all the uni stuff

P3 Yeah that's true

SM And the school stuff *at* the same time you know it's

P3 Yeah

SM Plus you've made progress this year haven't you- I'm not trying to talk you into it [laughing] I'm just trying to think back on some of the things people I've interviewed now have said about the year and nobody's said it as well as you but that sort of feeling of being drained and exhausted these words come up again and again feeling battered by it feeling useless for anything else oh yeah it's kind of all negative and then they think there's no way I could teach the way I'm teaching this term right the way at the beginning

P3 Yeah

SM And em yeah everybody has

P3 [laughs]

SM finished with a big 'up' woosh!

P3 Yeah

SM And that's a combination of their own competence and their own, it's like a light at the end of the tunnel you do get a surge of energy when you see the finishing tape don't you?

P3 Yeah

[17.07]

SM Em would you say there's a particular turning point then this year because I notice, before your illness there's a kind of it starts to decline there about week 2 or 3 do you

{know what that could be?

P3 {I think it was

Em...

SM Oh is that something that you want to talk about? Is there anything you'd say would be a turning point in your

P3 Em I think when I look back on that point there it was kind of...I think cos the ending was so close and yet it seemed like a lon- still seemed like a long way to go if you know what I mean and if, I think that's when I started taking A-level and stuff so my time was being dedicated to that and like having to balance that with the others was really difficult em and, there's something about, there's something about, the firs- the first couple of weeks like even like the entire school was like everybody was refreshed after half term or whatever it was Easter and then, you know, everyone's on a bit of a high and then there's something that changes yeah around that middle bit where yeah maybe maybe the tiredness kicks in slightly but there was something with me- around there there was something with me where I remember, having this cr- you could call it like a crisis of faith where I was thinking...like, I can't I I think because there was so much pressure you know everybody was getting jobs left right and centre and I had kind of decided that, well [HS] originally said that there might have been a job coming up for, like it would have been a fixed term one

SM Mhm

P3 And there was like talk about that one then and I had this crisis moment when they asked me if I was interested and I said yes and then I was thinking I don't know if I want to do this though like I don't know if I'm ready for this and I would I'd be taking a job just because then I can say to people in uni that I got a job em, so there was something there was a bit of a mental or, it was defin- definitely a sort of mental, mental crisis yeah [laughs] going on then because that- that's when I feel like maybe th- maybe the stress cos like this kidney infection was brought on by stress and I thought yeah I can see that yeah

SM Yeah yeah

[19.28]

P3 There was definitely something about the- defin- t- to be honest if I hadn't put so much pressure on or I didn't felt like there as so much pressure on me to get a job then I think things would have been m- massively different to be honest

SM oh right. And where did you feel that pressure was coming from?

P3 Em just the other people on the course I think cos we, I em I'm like the SSLC [StaffStudent Liaison Committee] for like English and so at the beginning of the year em I set up a Facebook group and added all the trainees to it and said you know it would be a good place to share resources and ask questions and stuff em and if there's any concerns then you can tell me and I'll take it to the meetings and so it was just it was always like, it was a constant I've got a job! I've got a job! And it felt, like I was a little bit er you know like [sighs] there's a few people on that course who I could never see myself being friends with if I, if I wasn't on the course with them em, there was a definite sense of comp- of competition within the group rather than support for each other which I thought was just a bit ridiculous em, it links kind of in some ways to the way people function in the department in school cos I've seen a department at [HS] where it's em, it quite a supportive department there's not really a lot of competition that goes on whereas at [CS] it really was very competitive the environment was more business-like than it was school-like it was very odd em

[21.06]

P3 but I think both of them have elements of them em and I think [HS] the Headmaster like to he likes to think of his school as a business and that's another thing that

SM At your HS?

P3 Yeah which is weird cos it doesn't seem like that it doesn't reflect on the school like that but he is very adamant that it has to be run like a business and I think that's a another thing that made me once you once you've been on the other side of school and you've seen what goes on behind closed doors actually...[sighs] I I don't know whether it's an academy thing or it's like that everywhere but i- there's like a cynicism behind it now like t- I don't like the idea that a school is run as a business it's ridiculous but that's, I think that's another thing like when you have high expectations of something and then I find it a little bit corrupt to be honest but, maybe that's just my opinion on it [laughs]. I used to get a lift in to school with another teacher called [names the teacher] and em she's a bit like me in that em she's quite liberal and em we used to have conversations about it and she'd been teaching for twenty-something years and she said oh, it was completely different from when she started em, and definitely the I don't know the the way the school's run now is completely different and it's too business-like

SM Sounds like the shine's worn off a bit

P3 I think so. I think it's just because to me I never consider the, er, cos I kn- that's just typically me cos I romanticise everything and so to me it was like, em it was all about the teaching it was never about all the politics that come behind it [laughs] I think it's weird now to maybe I guess you've got to put that to one side...em,

[23.08]

SM Well thinking about your teaching self then

P3 Yeah

SM Can you think of a key moment in er in a lesson during this practice where you em perhaps some- something, you had a choice to make em that you felt was particularly

significant to you? And describe wh-what the choice wa and wh- well what choices you had for acting and what you chose to do

P3 Em I remember [uni tutor] coming in really early this time cos they don't observe you in the last block so she came in just for a chat and to look through the Standards and see what needed to be done and em you know she sat there and she said to me er she- like she knew the er difficult things that happened when I was at [CS] and then she said to me you know what, just have fun with it you know, stop worrying about ticking boxes and just go in and try and have a bit of fun and you know and be more creative and I kin- I thi- I thought after that there was part of me there where I thought you know, you get to a certain point where you jus- you deci- you do what you want to do if you like rather than what you think the teacher will want you to do you know which is difficult actually going back to showing that class that Y10 class having to adapt my teaching style to suit hers was very difficult actually

SM Mhm

P3 Em but yes so, with my Y7 bottom set Y7 em

SM That's not the same teacher who the Y10s that you had with the Y8s with the Striped Pyjamas? The Boy i the Striped Pyjamas and she wanted to teach Private

{Peaceful

P3 {Oh no

SM It was a different teacher was it?

P3 Yeah a different teacher

SM Oh right

P3 Quite similar though in some ways em no she was really good and it was good to work with her actually because em for example, she, she's em she's quite a funny lady actually because she goes against everything that they suggest you teach in the department. They normally have a set text for everything and em she won't do the set text so she chose The Crucible for them

SM OK

P3 Instead of doing Inspector Calls em, which is, I'd prefer to do The Crucible anyway [laughing] I think if I was in school but em I find it interesting h- her response to like she's very hot-headed I think she's very strong minded and that was interesting working with her and she won't she said to me oh there's no point in doing a starter unless you're just ticking boxes, P3, if it doesn't fit in with your lesson then don't bother

SM Mhm

P3 And I think it's difficult like on my part though because with my lesson plans being looked over and being observed and everything then it goes against me but it is just interesting hearing her say you know and

SM Well she sounds like she's got her rationale for doing things

P3 Yeah

SM That she's developed over the years and em and er to a certain extent trainees' rationale is fixed by, the requirements of the PGCE course

P3 Yeah

SM You said that em your tutor came and sort of gave you a choice created a choice by saying to you be a bit more creative so is this a significant moment where you had a choice?

[26.37]

P3 Yeah I think in some ways cos to be honest I found it to be, a little bit contradictory of, what she'd been saying to me beforehand but at that point I thought you know what I'm just going- I'm just going to go with it now and especially because I was quite I was really pleased that they gave me cos I think one thing I had been considering is that I don't know if I necessarily want to work in a mainstream school if I did go into it cos I think my niche is definitely in behaviour management and low ability er rather than challenging the higher kids. It seems to be that I I just seem to be more drawn to that and I seem to enjoy it and I seem to be a lot better at that than I do at the other aspects of teaching but em, so with this bottom set Y7 we were doing The Tempest of all things [laughs]

SM Mhm

P3 Which was horrible to do like anyway I hate that play and it seemed very difficult there were a lot of characters and h- you know how can you get kids to read Shakespeare at the age of 11 who've got a reading age of a 6 year old it's just bizarre so anyway rather than, I showed them some text we went through some little quotes occasionally we didn't read very much in bulk to be honest it was more about teaching them the plot and teaching them char- like aspects of the characters adn we watched the Animated Tales adn they ac- they seemed to pick up a lot from that which I found surprising cos when I was watching it I found it confusing myself to be honest [laughs] but em so we did a lot of work with that so em, with them, see this is where I find it difficult to get the balance they- their writing is extremely weak so I se- I did a lot of kinaesthetic activities with them and did a lot of

SM For example?

P3 Well we did we did a lot of different pieces of drama so em for example we em...we had them doing, Ariel and Prospero and, they had to create a little scene showing the relationships between Ariel and Prospero using body language and stuff so some of them would have Prospero standing on the table cos he was so powerful

SM [indistinct]

P3 so that was quite nice and em we did hot-seating as Caliban one time that was nice em, a lot of the things like [sighs] another thing was I er to- to get them to understand the characters I gave them a character sheet where it just had little boxes em like boxes and then, em the characters' name they had to cut out and then they had to match the

description to the character and then we started going through them together. I started them off on it on their own but they couldn't- they didn't really understand it but we started drawing little pictures in the boxes to associate the characters. For example we did a very like a bit really or a bit sort of stereotypical really but we had Prospero with like a wizard's hat and then like Caliban as an ugly monster and then like different characters you know putting in symbols next to them so or which one was it in particular that they came up with a really good idea for? Oh [sighs] I can't remember what character it was now but they had different like love-hearts on them to show that they were kind hearted and stuff like that so

SM OK

P3 And they came up with some really nice ideas but I had to round it all up and do it as a group in the end but it was quite lucky because there were only thirteen in the class so that was quite a nice size as well for the and it was quite a good mix of boys and girls so there were some really interesting characters in that one though. I really enjoyed working with them though and I guess so yeah it was a lot of- a lot of colour coded things with them so another task I did was something to do with sorting out quotes I think it was whether they are related to power or magic or something or other

SM Mhm

P3 And they had to sort them into different coloured categories so

SM OK so pretty hands on stuff

P3 Yeah

SM Keep them active, get them involved and not just receptive

P3 Yeah

SM Em and so what was the choice then that you felt was significant

P3 Em, well...I'm not sure there was a choice there to be honest it's just more, well maybe I think it was there was the choice to kind of, em...ab- not abandon that sounds terrible but like focus less on the whole mixing of VAK [Visual, Audio, Kinaesthetic Learning] in every lesson like I couldn't do a lot of writing with them cos they couldn't focus on the writing in it and I felt that I could get more out of them if I was doing something more active with them

SM Mhm

P3 I feel they know they knew the characters really well by the time that I finished with them and I didn't get to do their assessment with them cos they- they'd started slightly later cos their other module had over run

SM OK

P3 That had that was a shame cos I felt they knew the story very well by that point and I felt like if I'd done it as the the scheme of work suggested at times which was aimed

obviously at a mixed group anyway I- they probably I don't think they could have coped with it very well so it more of a choice of...priorities?

SM You

{were

P3 {I'm not

Really sure that is a choice to be honest

SM You were well I I'm interested in that you started off talking about this by s- sort of saying that it was [starts to say uni tutor's name] your tutor's visit and I was just wondering if if sh- her comment gave you licence

{em for

P3 {Yeah I think so

Because she,

SM To depart to do something that was right for you and the class rather than necessarily follow the script

P3 Mm

SM Of the scheme of work

P3 But again I found- I found that, a bit, contradictory of what she then tells me at other times to follow the four-part plan and you know use a different mix of activities and it was I think that was what I couldn't get my head around for a lot of time to be honest that I felt I was being told different things constantly

SM OK

[33.03]

P3 I couldn't do right for doing wrong a lot of the time but

SM So was it a- was it a sense that er, you felt like you were getting conflicting advice

P3 Yeah

SM And you had to choose whether to stick with the stuff that you'd been told to do up until then or whether it was alright to depart from it?

P3 I think so and I think-

SM Or did you- oh sorry go on

P3 Oh no it's just that I think that I find it difficult being around when you've got mentors d- you're working with teachers who've been doing it for years who do *not* follow lesson plans like you do at university and pretty much i- if anything discourage you from doing that because it becomes too rigid and it kind of loses the charm as well because you

d- you focus so much on sticking to timings and things like that that you lose sight of the, or you lose- well I suppose it's like right at the very beginning of the course when I'd be panicking because I'd be running out of time and it would be right OK abandon this abandon that

SM Mhm

P3 And it becomes too stressful and too panicky and I think by the end during block practice I just- to be honest a lot of the time, I probably shouldn't admit this, I didn't even write lesson plans

SM Mhm

P3 [laughs] or like my lesson plans would consist of a few bullet points before I went into the lesson because if I did it in too much detail

{I'd end up

SM {Others said that

At this stage

P3 panicking yeah and I

{I don't yeah I I don't

SM {Retrospective

Lesson-plan writing

P3 Yeah yeah I writing the lesson plan after you've taught it

SM Yeah but that is a real clash of messages coming from your course and not having any models of that

P3 Yeah

SM But there are people around you who seem to be doing this job without doing the stuff th- that

P3 Yeah

SM You're being told that this is what you need to do to do the job

P3 Well it's like, for example, with all the responsibilities that they all delegated within the department, there's no way that they'd have the time to do lesson plans like that and in fact sometimes it takes you longer to write the actual plan than it does to make the resources for it and it just seem bizarre because, and all the detail that they tell you to put in it and, you can't the thing is you can't plan for what's going to happen because, you can't, you know you can't plan that Johnny's going to have a stop and storm out of your lesson and you're going to have to get the one of the Seniors you can't you [laughing] you know how can you plan for things like that? I think that in some ways if you don't leave yourself with a little bit of em, er, I mean, [laughs] one of my friends called me and she's

like she said to me the other week you're just such a good blagger and I think that [laughing] and it is true we went into we had this presentation to do and I was like [sighs] and I really didn't want to do it none of us wanted to do it we all had to go in a couple of weeks ago and do it and it was like the night before and she hadn't done it and I hadn't done it and we were like oh what are we going to do? And I just decided, I had to do it on English Language cos I'd done it at A-Level and a lot of the others hadn't and I thought right I'll just pick out some of these resources that I like used in this revision lesson and I'll like just put a few things on the power point and I just went in and I managed to do it and she was like you're such a blagger how do you do it? And I was like I don't know it's just that sometimes, if you plan what you're going to say it doesn't come out naturally like

SM Sort of stilted?

P3 Yeah and I think that's the problem that I had I think that's why at the beginning of the course I felt like my progression wasn't going as quickly as I wanted it to

SM Interesting right

P3 And I think it's because I was hindered a little bit by that following the lesson plans to a tee

SM When they're so detailed

P3 Yeah

SM They can be restrictive

P3 Yeah definitely

SM OK em...

[37.03]

SM That em, obviously just to finish off that question that em

P3 Yeah

SM You had a choice you went for the more active lessons

P3 Mhm

SM Em which meant that you had to adapt the scheme of work because it was targeted at a different level of ability anyway

P3 Yeah

SM Em could you have seen that happening at your CS practice? Would you be

P3 The problem with [CS] is that they didn't have any resources or schemes of work for us to use at all so it was a matter of me having to create my own scheme of work which really didn't help at the time

SM Mhm and it was the children there rather than the staff that gave you the feelings of what you could and couldn't do

{wasn't it?

P3 {Yeah er

Yeah I think so I think it was a bit of a shame really because em I think if I'd have had the mentor that em the other girl had had it em it would have been different cos she had so many resources and she em gave us so much help and constant meetings whereas mine sh- she barely spoke to me and I I think...em...I mean...

[38.12]

P3 At my CS now I look back on it although it was horrific

SM [laughs]

P3 And like a nightmare I learnt more in those six weeks that I probably did throughout the whole course because I had to because I was kind of thrown into the deep end

SM Yeah

P3 And I worked with my bottom set Y10 which w- is still my favourite group that I worked with despite everybody else thinking that they're a nightmare em but I love working with kids like that cos I think there's nothing there's nothing more rewarding and I think yeah they can I mean I had one of them making sheep noises through the door when I'd sent him out [laughing] and you know you have to laugh about it...yeah and I think, that h- I suppose when I look back on the CS when it comes to Schemes of Work it d- it really taught me a lot about how much you need to know your classes actually before you really make a decision like that because which is difficult cos you won't know your classes when you get them in September necessarily em

SM The em I think you said, something along the lines of that, that that sort of feeling that I'm looking for the thing that I've written down [looks through notes] is it in there can I just look in here? Yes there it is. That's one of the things that you wanted to take back, concentrating on the children em

P3 Mmm

SM Trying to, that you'd learned in the CS and trying to take some of that with you. Do you think you managed to do that?

P3 Oh yea and I think, it was much easier a- one one of the strengths that came out of it actually, was the comment on nearly every observation that I had was my relationship with the kids was very strong and in the last week I was there or last week and a bit, I took on some extra lessons because obviously I needed to tick my Standards and so I did a I did a double lesson with em the Launch group which is the, really low ability kids with low literacy em I'd never met em I'd seen a couple of them before but I'd never really worked with them and it was how many I think there was 12 in the class and they do it in the Learning Support Centre instead so I had a double lesson with them and I decided to do a caral- a carousel lesson with them so I had on one table spelling activities on another table I

had paragraph activities and on the other table was, em...was it sentences? Oh yeah, drop clauses in sentences so I had to

SM Sorry a drop clause?

P3 Well that was what, I can't think of the actual word

SM You don't have to teach me about it don't worry

P3 [laughing] Yeah it's em

[it's using comma em

SM {just checking I'd heard what you'd said

P3 Using like for example the car, which was red,

SM Oh like a subordinate clause?

P3 Yeah that's the no it is a subordinate clause but maybe it's just friendlier

SM Dropped clause

P3 And the teacher said to me afterwards I can't believe that you spoke to them and you were like you'd been teaching them for months and I think that's one of the things that one of the few things that I feel genuinely confident about is building relationships with them because

SM Mhm

P3 Em somebody said to me the other week completely irrelevant like it wasn't regarding teaching at all but somebody said to me one of my friends said to me that em...how did she phrase it now and then that's why she said to me that's why you'd be good at working with difficult kids cos you never you never make judgements about anybody and you'd never ever put someone in a category you know, when you first meet them she said you're completely ...like non-judgemental of people and she said and that's why I can see you working really well with kids like that and I think that's probably like cos I would never ever make assumptions of them and em a lot of these kids have got terrible lives at home and you know it's no wonder that they act like that when they're in school

[42.56]

SM I remember you saying about the Y10s when you started with them at the CS you had you got to know them and you went in and you were like the sort of authority figure

{and they rebelled against that

P3 {Yeah they t- yeah

SM And then in the next lesson you were in and you were sitting in amongst them. You changed the seating

P3 Yeah

SM and you were talking to them about stuff that they were interested in

P3 Yeah

SM And you removed that sort of authority

P3 Yeah

SM Cos obviously this is all bound up with, the role of the teacher em

P3 Yeah

SM Judging,

P3 {I think so yeah

SM {the children that

You're with and then you remove that and you can make some progress

P3 But then they are so used to people in authority or older er like adults, a lot of these kids are so used to them just, giving them, constant, abuse verbal or whatever that they just, they just em, they stop listening I think

SM Yeah

P3 Yeah

SM Then it becomes Oh! Somebody said something nice to me I'll be paying attention now

P3 Yeah

SM Er

P3 But they are sceptical when you are too nice to them as well thought [laughs] that's the interesting thing

{they can't react just to

SM {they know when you're

Genuine, kids though they're not daft are they?

P3 No

SM And em they can spot a faker

P3 Yeah [laughing]

[44.01] Q4

SM I'm going to give you this list which em you've seen before

P3 Yeah

SM And I just want you to quickly look through and see if any of those phrases jumps out at you to describe your HS

P3 [reading] Er collaborative culture

SM Mhm

[44.40]

P3 I'm, going to pick this one but I don't know if it's just because of my mentality or perhaps the experience of the classes that I was given cos I wasn't really given any high ability classes this time round so em the particular priority to low-achieving pupils

SM OK

P3 And they have a really really good intervention system at [CS] and em like there are lots and lots of additional classes and after school programmes for them so I think em [indistinct]

SM OK

P3 Oh em high emphasis on staff training cos with it being in [mentions the authority] they don't have INSET days cos they have an extra week at er during the October

{half term

SM {in October

P3 And so they do lots and lots of sessions which are call twilight which they have to do anyway but like what they've started doing as well is additionally to twilight they do other training sessions which are optional which but kind of I think can go towards your training or something like that I'm not sure how it works but so they they for example got [authority] council to come in and talk about differentiation and so I went along to that one and there was another one about em how the- how the brain- oh how the brain processes thinking differently amongst different learners

SM Mhm

P3 So it was kind of...sort of going over VAC a little bit I guess but that was really interesting em so they do put on quite a lot of em training sessions for them

SM Mhm

P3 They have different variations of them not just sat there in a lecture theatre listening it was quite activity based

SM OK

P3 Em

SM So are they those three that you chose which side are they from?

P3 Two of them are from Determining and one of them is from Facilitative

SM OK and em compared to the hom- er CS

P3 Yeah

[46.40]

SM ...how would the HS compare

P3 Em...I see [HS] as very modern and forward thinking and I see [CS] as very in the sense of I think perhaps stuck slightly i the past they need to

SM Mhm

P3 Defintiely when you go in there it's got like an old grammar school feel about it

SM Mhm

P3 And considering they're not a grammar school any more they really shoudln't have that, it really shouldn't have that feel to kt

SM U-huh

P3 Maybe they need to er

SM Interesting why do you think that that persists?

[47.28]

P3 Em...there's a definite arrogance about that school where I'm not sure if it's the staff but there's an arrogance amongst the kids and that's wh- what we all found very difficult about teaching there

SM Mhm

P3 Is that it wasn't a case of discipline er like disciplining difficult behaviour, em...you know really bad behaviour it was like, small scale, arrogance

SM Yeah

P3 And comments that you can't,

SM U-huh challenging authority?

P3 Yeah there's definitely it's weird to think they're not so far apart these two schools and yet you would the kids are completely the opposite to each other they're very modest in [HS] actually very very polite and actually very

SM Very respectful I remember you saying
{in your first

P3 {Very respectful yeah

SM interview and they call you Ma'am

P3 Yeah I mean the Ma'am thing does help and I think, one of the things we said, oh I didn't actually but the other girl who was training with me and the girls whose HS it was whose HS [CS] was have put in a comment saying they shouldn't have young female trainees there em

SM Oh OK so that confirms what you were saying about

P3 Yeah

SM the chauvinist attitude there

P3 Yeah exactly I don't think it's set up for, to have so many trainees in it at the same time actually

SM Mhm

P3 And certainly doesn't have the resources for it but there's, it's definitely something about the attitude towards women in that school which I think is quite, well it's quite damaging actually really to a lot of us but

SM Not good

P3 No

SM You don't have to go back though [laughs]

P3 [laughs]

[49.13] Q5

SM Em can you have a look at the cards there and em choose one activity or place which is representative of your HS and describe that activity there for me

P3 [looks through cards]

[49.42]

P3 I'm going to pick this one em, it doesn't quite em, it is sort of linked in to Assembly em...one thing that they do at [HS] quite regularly is that they'll h- they'll hold like em Culture Days where they'll take everybody off timetable em for example the one that I was part of em during this block which really interests me em they had Holocaust Day so everybody in Year 9 I think it was was taken off timetable that day and it was almost like having an entire day of PSHE except they actually got speakers to come in and talk about so they had em a survivor from the Holocaust em who was er brilliant I think he- think he was 98 he was brilliant came in and did a presentation or a talk for an hour about his life, em, which was fascinating and then em I er it was run- well it was filmed all day by one of the teachers called [names filming teacher] from the English department and I helped her out all day I was like a little assistant [laughs] and...I think, I've know a lot of schools to do it and I know a lot of schools do Shakespeare days and things like that but there's something very unique about [HS] and I think, it's probably, em, it's probably because of all the [mentions types of work in the area] as well and, obviously it's something that these kids have all grown up with the knowledge of and an interest in and so they do a lot of s- like they do a

lot on Holocaust generally so that day they had em they had the Holocaust and then they had different things like Bosnia and things like that and it so ran all day and it was just to give them an insight of different or like different, or like genocide on a different from like

{a different background

SM {So they did

The whole school together?

P3 Year 9

SM Oh so they had the whole year group together

P3 Yeah they did well they split off into form groups em to do em I think it ran I can't remember now I think it was activities in the morning for an hour then they'd have an assembly where they had a speaker then they'd go back to the classrooms do a few activities on it watch a few documentaries and things er

SM It's interesting

P3 They did some drama as well

SM Cos the town is famous for [mentions an event]

P3 Oh yeah yeah

SM Isn't it, [expands on event]

P3 Yeah yeah and it was nice that when, the Olympic torch er went through [town] they took the entire school out to sit and watch it go past and they were so well-behaved as well

SM Really they did that in my town as well, right near here yeah

P3 See I've never cos I never went to school like it would never have passed near or anything and it's really interesting I think it's really nice how respectful the kids are and things like that em and I think it's cos they've got so much awareness of it which is nice, cos I I'm not sure I'm sure that there are a lot of schools that don't really em dedicate em cos it did take a lot of organisation to do that day the Holocaust day and it took a lot of organisation to take everybody off timetable and go out and watch the Olympic torch

SM Mhm

[53.15]

P3 And obviously the management that went behind that cos you you've got like h-how th- a thousand plus kids outside you know and it was absolutely scorching that day as well and there was kids passing out all over the place as well [laughs]

SM Oh god!

P3 Em it was nice it was really nice to be part of that it felt that there was definitely there was definite community feel

SM U-huh

P3 At [HS] that there wasn't at [CS]

SM Mhm so er I can smell sort of, toast or something?

P3 Yeah I can smell it yeah [laughing]

[53.53] Q6

SM Em , just thinking about the school culture at your HS, em how important has it been to fit in with the school culture for you em I'm going to ask you to answer that for your HS and then briefly for your CS.

P3 You mean with the to fit in with the whole school do you mean?

SM Yeah the way they do things there. Has it been important for you to sort of, be {part of that?

P3 {Yeah I really

One of the things they said they were really pleased with was my enthusiasm to be involved with like any time there was a staff meeting I was there I did Literature coursework moderation er Media Studies coursework moderation so we were there all night doing this and I was quite happy to go it was good practice for my marking anyway to like just

SM Mhm

P3 And em...because I I like I said to them one day and it it wasn't particularly to impress anyone and it certainly wasn't em to suck up to them or anything it was purely because em it interests me and when I talk about the admin and things like that actually, it was quite nice to be there as a department and do moderation together and we had, y- you know because te- people have these misconceptions of teachers that everybody's dead serious and like nobody can have a laugh and yet we we did we had a really good time with th- and you know everybody brought some food and cakes and things like that and we all sat around and we all had a bit of a giggle at some of the magazine covers that the kids had done [laughing] it was nice and it was fun

SM Lighten the load a bit

P3 yeah and I think it you know actually it makes you go home with a bit of a smile on your face when you go home actually away from lesson planning in the office and having them worrying about exam results and things like that so actually just sitting around having a bit of a laugh at the end of the day

SM And in your CS did you feel it was important

P3 Er

SM To fit in?

[55.51]

P3 It wasn't really em I nev- I don't think I ever- actually the only difference between [HS] and em, [CS]...in a more positive way for [CS] is that the staffroom is definitely the main base for like everyone whereas like at [HS] everyone like stays in their department apart from the Science and Business/IT sort of department is right in the middle well the staff room is right in the middle of there so obviously they all go and hang about there but it was very far away from the English department and the PE department and the History department and so it's very easy for them all tot segregate into their departments so I spent well a hell of a lot of time with the English lot and I, well I very rarely went to the staffroom because em I think it doesn't help there that thye only have half hour lunches

SM Gosh

P3 So by the time that you've walked up to the staff room, had a chat with someone, it's time to go back to your lesson then and I think because of the way they do the half hour lunches there a lot of the time actually it doesn't really feel like it is a lunch

SM Mhm

P3 you kind of use it like you would a free period or something

SM Mhm

P3 So there's never a sitting round and having lunch together kind of occasion, it's just everybody just carries on with their work adn then goes back to their lessons and that's you know it so that's the advantage that [CS] had over us they had hour-long lunches and everybody went to the staff room pretty much so em

SM Mhm

P3 but I didn't feel encouraged to get involved in, em...em, I, went to a few staff meetings and stuff like that but, to be fair they were very rare, I think there was only one while I was there

SM Mhm

P3 They didn't run any training sessions or anything like that so there wasn't anything for us to get involved with

SM OK

P3 I know it was only six weeks but considering it was only six weeks that I was at [HS] in the last block practice so I went to two training sessions a media studies moderation session and em a Holocaust day and you know

SM So there's fewer things to be involved in

P3 Yeah

[58.04] Q7

SM for you and in, in terms of the position of a trainee which is what we're going to move on to now and do the same thing: first in HS and then in the CS, em think about the HS, what does it *mean* to be a trainee and what does it mean to be a teacher, in the HS?

P3 ...em...actually by the end of the block practice maybe it was because the kids were familiar with me or had seen me about it didn't actually there wasn't an attitude towards me like there was at [CS] where they knew that you were a trainee so they knew that they could push your buttons and you'd be gone in a few weeks, em, I remember getting that *slightly* at [HS] at the beginning but maybe that was like a confidence thing maybe I thought it was more of a dig than it probably was cos when I went back there for the last block practice th- I never had any issues with them saying oh well you're just a trainee or you're just this you're just that there was no really they never really differentiated between me and their normal teacher

SM Th- this was from the children?

P3 Mhm

SM U-huh and what about from the staff?

P3 Mmm...depends on the staff really I think because some of them what I found really nice and complementary a lot of the time was that staff members who've obviously been working in for a long time in that school or in other schools coming up and asking your advice or your ideas for lessons like coming up and saying I really like that resource of yours can I use it for mine? And actually that that's when you I don't know you kind of...when you were talking about transition points before I wonder if that's probably one of mine er I remember one of the teachers coming up and er the one that had The Tempest class and she had another bottom set Y7, she was like oh I really liked the resource that you used for the characters can I use that for the my other set and I was like yeah yeah and then next week it was like oh can I use that one a well and I was like look I'll just upload them all onto the system if you like and I thought em, I thought that was I th- I remember thinking at that point it was like Oh I'm a *real* teacher now

SM Integrated

SM {u-huh

P3 {yeah [laughing]

SM Ok and did that- well that didn't happen at the CS in the same way but

P3 Mmm

SM Were you aware from the staff's point of view of a differentiation between what it meant to be a teacher there and what it meant to be a trainee there?

P3 I felt like a pupil at [CS] rather than, not even like a trainee teacher I felt like I was being treated like I was a student but not in the way not in the way I should have been in a supportive way, but in a kind of condescending way which kind of d- sounds a bit kind of

SM You said you weren't allowed to be a student in terms of being treated as someone who is learning a craft you know

P3 Yeah well I think I mean I felt as though I felt I was looked down upon rather than being seen as like a colleague and yet I wasn't given the support that you normally would have given to a student and in fact, I find that, this is one of the biggest issues that I have er, just in general really with the course is that you're being advised and encouraged to be a great teacher and a great role model and em, you know to not judge and to be always s- [sighs] em what's the word I'm looking for you know always be patient with people and em, be aware that everybody learns on different levels and so they're telling you that this is how you should be a teacher and yet they're not, they're not doing that for you and yet you're still training and you're still a student yourself

SM Oh that's I mean that's a really important point I think it is a really important point and it is about modelling again you need sort of ...er. for that to be, if you're being told to be like this and you aren't having any models of that to see around you or being treated in that way

P3 Yeah

SM Then you're not getting it reinforced

P3 No

SM Then it's seen to be this isolated, well maybe in an ideal world but it's not really for the real world that I'm operating in you know

P3 Yeah

SM So th- I think that's a really important point that you've felt that em obviously that it's caused you some mental crises did you say?

P3 Yeah I think so

SM Made some, thoughtful moments let's say

P3 Yeah [laughing]

SM Let's downgrade it a bit

[1.02.50] Q8

SM We're on the second last question now and I just want you to compare PoT3 with PoT1 so it's all about the HS. Em you went back there after your CS placement you walked back through the doors again, was there anything different there this time that you noticed?

P3 ...em

SM Oh you've talked about the stress levels of the staff so it's that kind of
{thing

P3 {Yeah the

Department was in a bit of a tizz when I walked in to be honest but I think, personally when I walked back in there was this confidence thing that was there that obviously wasn't the first time I went there. That I felt like I was ready to get stuck in again and I was like right I can't wait to actually be around kids that will give me a chance, to teach them rather than ones that will challenge me constantly along the way em yeah, as for the school or the department it was funny cos in some ways it was like, nothing stops if you know what I mean and I was like walking back into it adn it was within two days or something like that it was as if I hadn't er it was as if I'd never left and they all treated me as if I hadn't left there as well it was all like the first day I came in they were all like Hiya [P3] or yeah

SM Mhm

P3 And then like yeah within like a day it was like business back to usu- normal it was really weird em yeah I think that the personal thing was more about the fact that, my confidence was slightly damaged from [CS] but at the same time I felt like really confident going back into [HS] cos I knew that I knew that it was going to be appositve experience compared to the other one em and I was looking forward to seeing a lot of the kids again and everything as well em

SM Mhm

P3 That I hadn't seen for a long time and seeing my form group again

SM And the key people em this time and last time em were they different or were they the same people that were influences upon you

P3 Well one thing was that my mentor that I had in Block 1 left so I had a different mentor

SM Wasn't at the school any more?

P3 Em no she wa- she got pregnant so she went on maternity but then she left completely she's going to move back to London

SM OK

P3 So I had a different mentor who I already knew fairly well anyway like I said cos the department's a pretty close department. Influential figures this time though, I suppose she was cos in some ways cos em she em this is why I ended up getting so much experience in English Language A-level because she was Language teacher em and I'm really interested in teaching Language em so that was em so she was very influential in that sense, em...I'm trying to think, yeah I suppose cos remember I said my Y10 teacher as well although she doesn't follow the structure and she certainly doesn't have the teaching style that, that I have cos she's very much talk *at* the class rather than have a class discussion however it I found it absolutely fascinating how strong her subject knowledge was in Literature em because obviously your subject knowledge has got to be strong anyway but she just knew everything about em, one thing which lets me down I guess is that she knew all about the Puritans and everything and that's something that I had to go and teach myself cos I knew nothing about ...and it was gosh she's just, I think it was one of those moments where I

thought do you get to that point? Or are some people just like will you eventually know texts that well that you'll be able to teach them that well [laughs]?

SM [nodding]

P3 Yes [laughing]

SM [laughing] If you teach it every year for ten years yeah you get to know it pretty well

P3 Yeah...em yeah it's weird I'm not s- cos one of the things that lets me down is that I haven't got a numerical mind or memory *at all* so I can never remember facts and figures ever, em...you know I think that's why I was always good at English because I'm good at analysing but I've got a terrible memory for anything statisti- statis- er statistical or factual so but she er she just knew everything and I just remember thinking yeah that that's how I would like to be one day em liek as one one of the kids said to me one day when I was there the first time er Ma'am did you go to Cambridge? [laughing] and I was like

{no no you know

SM {Oh yeah that's right

P3 Like but don't teachers know everything

SM Aaw, interesting isn't it? So she wa the Y10 teacher you team taught with

P3 Yeah cos like I say it wa interesting cos she had a teaching style quite unlike my own em but she does

SM She sounds like she taught *you*

P3 Yeah she did a lot it was interes- it was lovel- like I thought she was going to think Oh God we've got a complete idiot here who doesn't know anything about The Crucible like what are we going to do but she wasn't like that at all she was just like right tomorrow what shall we do cos she was like normally I don't really plan lessons I just go in and see what the next chapter is and just go with it she said but obviously we sat and did a bit of planning and so she'd say to me right this is the next bit that's coming up would you rather take this or that? And I'd be like oh I'll do a bit on on the girls you know on witchcraft or something and she'd take the bit about John Proctor or something and yeah so it was like so...it was nice but it felt a bit difficult being er adapting my teaching style to fit hers cos it would have been a bit too confusing for them otherwise to have half a lesson you know doing something a bit active and then in the rest of the lesson listen to her talking and em I'm not sure she gave me quite nice feedback for it she said I'd got like a real- I think like they all said that my behaviour management skills were pretty good

SM Mhm

P3 And to be honest I don't know how I- and the only way I can put it down to the only thing I can put it down to is the fact that em I think the kids respect me a lot cos I don't I'm not really a shou- I can be a shouter but I'm not really a shouter in general I don't think it's really effective and I neer ever thought it was effective when I was in school so a- and it's not nice to just listen to somebody rant and moan at you...em, so I'm quite I tend to...em I

think they see me as quite human to be honest cos I go in there and I can have a laugh with them but then it's like you know you can have a laugh up to a certain point and then it's got to stop em...and...I think to be honest especially with that class I was just very well well liked by them and I've, I've no idea, what I did or how I did it with thee probably just by being very human towards them rather than coming and trying what i think a lot of trainee do and try and be firm and aggressive with them em

SM Mrs Trunchbull came up in the last interview [laughing] as a type of teacher

P3 [laughing] Yeah

SM You you didn't want to be

P3 Yeah yeah

SM Good good

[01.09.57]

SM Was there, what helped the most and was there anything that didn't help, on this practice?

P3 Hmm...I really don't know actually...

SM Difficult to pin point, em

P3 It probably helped actually to have teachers with different classes cos then you could start afresh cos she gave me the option of having the old classes back, Some of the other trainees did that

SM Oh OK

P3 In other schools but I just said to her I'd rather just have a complete fresh start cos then there's no expectations of you from anybody

SM Mhm

P3 And it also meant that for me I got to work with a different mix of kids and I got ot work with a different mix of teachers all of which were completely different from each other as well, em, which was nice cos I had [male teacher named] with the Y8s who was very nice, very funny and em he's got such a good manner with thme as in he he I don't know there was this teacher I had at school and I absolutely loved him and he was one of the influences rthat made me want to get into teaching I've no idea why but he just had this authority over everybody and he was really fun and like, had, had a laugh with you but you would never hand in your homework late or you would never speak out of turn in his lesson or like never be rude to him and I like I'd love to meet him again now and say how the hell did you do that cos I just [laughs] don't know how you become that kind of a teacher or how you could develop that kind and I do think it's because he was just well respected and he was well-liked by the he didn't shout I never heard him shout

SM Started with the relationship

P3 Yeah

SM With the class

P3 And [male teacher named] was quite similar to him in that sense that he could just control the class instantly with just a like a look and then the next they'd all be having a laugh with him and they wouldn't hold any grudges against him it was fascinating to watch actually

SM Them working together [indistinct]

P3 But then again yeah I do think male teachers have an advantage over females when it comes to something like that

SM Mhm

P3 Em...

[01.12.12]

SM Em being there a second time, I just want you to think about how that made a difference to, your capacity...er to make decisions about teaching matters that you felt were important to you...going back to a place that you'd been before

P3 Yeah it was weird cos I remember thinking when I was going back cos I was so glad to be going back there but I remember wondering how it would be, having been there as like a clueless trainee and then going back at the end of the course which is so short anyway you know this is another thing I can't get my head around they, they talk about it like you've been on the this like you- you've been away for like six years and you've gathered all this information and you're going back and you're complete like you're a teacher or sort of I'm not quite sure why that transition happened but [laughing] cos it's really not a very long period of time when you think about it so it's quite interesting so, yeah I remember thinking going back was it going to be like difficult cos they remember you as like a clueless trainee but then I suppose I was lucky that i didn't have the same classes. That probably helped but em

SM So when it comes to making decisions about teaching, so when it comes to h- how to teach a topic or a text to a group or how to deal with a a child in the class and the issues that they bring to you all those things, did being there a second time...

P3 It's hard really to be honest

SM Change your capacity

P3 Yeah I can see it was really different being there a second time but I've not idea in which way

SM So the guy, you remember the guy [mentions pupils from story in interview 1]

P3 Yeah

SM em

P3 If that had happened in my third practice

SM Yeah let's take him as an example

P3 It would never yeah that's the difference it would never have got to that stage...

{I had a similar kid

SM {[indistinct]

P3 I had a similar kid in my class this time called [name] but me and [name] had a really good relationship with each other cos oh he was the stroppiest kid I've ever met and em yeah he had a lot of issues and he would completely fly off like he had loads of behavioural problems and aggression and yet me and [name] got on very well sometimes and yet there were other times when in my very last lesson with them which was a shame cos we'd built a built up a really nice relationship and...I it had been building up for lessons and, he, he was just on one that day and I said [Name] I'm going to have to send you out in a minute cos it's you're just not co-operating with me today and he just kicked off and I said right you can go and stand outside and I'll go and take you to the office in a second and he just stormed off and Senior Management had to get involved and it was a shame like being in my last lesson and like it really upset me cos I'd planned this really nice lesson for them. It was a quiz on The Tempest followed by blah blah and it was all very nice and he ruined it, a little bit for me actually

SM Mhm

P3 And I thought that was the first time that I've taken something personally like for a long time

Sm Mhm

P3 And it was I'd have never have taken it personally if it hadn't been my last lesson and I'd brought them all in sweets and things like that and we'd I'd given them homework the week before to create something to do something creative based on three spelling errors they'd had in their books they had to make some of them like made mobiles and some of them made jewellery and things and so it was a nice little lesson where we all had a, you know a little bit of a quiz and a party and things like that and em, I think like, yeah that was the first time I'd taken anything personal in a very long time actually and em thinking back to the [Name of boy mentioned in Interview 1] situation it never would have got to that point if it had been in my third block practice but it's, I guess it's just...experience, and fatigue back then because I was so tired and I remember being back at that point it was was it the last week? Or it was the very end of week 5 or something and I just remember I remember literally losing my rag and I think that's the only time in all the block practices that I really genuinely have lost it and it doesn't help really in any situation. It certainly didn't help that situation, em although it did shake up [laughing] the rest of the class a little bit I think but em...

[01.17.00]

SM OK the last thing I'm going to ask you to do is, is it the last thing, oh yeah, oh I've got a little thing to tell you now [sets up Q9]

[18.44]

P3 Yeah it's difficult cos I mean that comes on a personal level to me as well I think, one, one of the things that, I probably...that really helped me actually was my educational study and you know I said to you I was working with the intervention group and just being aware that when a child comes into the class and has an issue with you, it's not an issue with you it's just an issue with their life and I think, it's having to distance yourself personally from their like...they're treating you badly but it's not like they don't know anything about you who you are they don't know your first name they you're just their teacher they really don't know anything about your life in the same way that you really don't know a lot about theirs either and I think it's a lot about a lot of it is understanding h-how or having an awareness that some children are more vulnerable than others and for me it was like, when I look back at [name of boy from Interview 1] and my reaction to him which I would never have done now is like at the time I didn't know about any of his personal life and it was only like afterwards when I was talking to somebody then they were like oh [gives full name] yeah the [family name] are notorious so

SM So you think this sort of emanates from the child? That's the prioritising
{contextual

P3 {that's always

SM influence on you and the way you

P3 That's always been my priority even before I stepped into a school ever I think, but I think em, it even me with that being a priority to me it being easy to forget so when I had this issue with [boy from Interview 1] and they started telling me about his background and his home life and he's been in intervention and things like that and...not that it's an excuse to, come to school and be like that but, it was more like I sat back and thought you can't make assumptions that every child is the same and you can't make assumptions that something really dramatic- or something really horrendously awful hasn't happened to them that morning

SM {would you say

P3 {which is why they've

Reacted like that

[01.21.15]

SM Wold you say that's a similar influence in on your CS placement?

P3 Yeah I think so but only because I worked with that Y10 group otherwise I would have had absolutely no idea about any- wh- what I found disgusting really was that when I started with that Y10 group and I had a kid in it was who em, who was, illiterate, and I asked my mentor who was the class teacher how- how is this kid illiterate? He's 15. And I immediately because where I'm from there's a lot of travellers and a lot of the school have a really high percentage of travellers which is why they have such low literacy levels as a whole, and so em, I said to her is he like a traveller and she was like oh I don't know I don't know and I thought how come you've taught this kid and not know why he's illiterate? Like how can you not know anything about his background?

SM Mhm

P3 And then there's another one who's been, you know, excluded like however many times and he's on his last life and I was like well or you know well has he got problems at home you know what kind of problems and it was like dunno some sort of family stuff and I thought like how- how can you not know, like the background of these kind- or how can you not care? And that's one of the things I found that me and my mentor completely clashed over was that, she, didn't care about those kids she cared about the kids that got the A*s and to me that was never the reason why I got into teaching so we did clash a little bit over that

SM OK just getting towards the end now em

[01.22.47]

SM you've been evaluated quite a lot this year

P3 Mmm

SM In your progress towards becoming a teacher by, university tutors, mentors, staff colleagues some formal and some less formal evaluations em but can you reflect on which of these were stronger influences on you than others?...And evaluation from your university tutor compared to your mentor compared to colleagues whose classes you were-

P3 Em the colleagues probably because em, they see you more often than the others em I think you know it's easy for your university tutor to give you an observation and come in and say you know this was wrong this was wrong I liked this I liked that when they don't see you on a day-to-day basis and they don't see cos obviously being formally observed is nerve-wracking anyway so it's never going to be as natural as you are when you're on your own the same way even when you've got a colleague in the room you're not going to be as natural but, I think, because you're used to them and you see them on an almost day-to-day basis they see your progression more regularly

SM And did that change through the year?

P3 Em...

SM That their evaluation, their influence, was the strongest? Made the strongest impact on you or was that pretty much

{[indistinct] from the start

P3 {Em well I suppose my

Mentor taught a lot of my classes so it kind of overlaps really I think I, to be honest the least helpful has been the university ones I think but only because there have been there's so few of them and...it's difficult to sum up in one lesson if you've progressed or not because,

SM Ofsted [laughs] sorry

P3 depending on the [laughs] yeah depending on the circumstances depending on the weather or whether it was windy or sunny you know an- and it's just that I found quite hard to deal with in some ways I guess because you'd have a cracking lesson on the Tuesday say and your mentor would come in and see you on the Wednesday and it would be rubbish and it- it's just swings and roundabouts I guess but...em

SM OK

[01.25.25]

SM I'm going to ask you to draw another graph and this is the last thing, em, have you got a pen or a pencil there?

P3 Yeah

SM take the one you've just drawn with. Em, I'm going to tell you, it's an L-shaped graph

P3 [draws]

SM And the x- the y-axis this time is Becoming a Teacher. You can write b-a-t cos I know what it means em, and I want you to think about...the trajectory that you've experienced this year, this whole year, and draw it.

P3 Draw the year [laughs]

SM Draw the year and, it doesn't have to be detailed as it was for each block practice, it's the kind of shape I'm looking for

P3 To be honest, the way I feel about it, and the ups and downs I've had, it will look just like a zig-zag cos there'll weeks or there'll be days when even now I- I sit and think about it every day at the minute because I need to decide what to do

SM Mhm

P3 And em...it's a horrible decision because, as many lows I've had I've had highs and the highs have felt just as good as the lows have felt, horrendous and I've felt it's just, it's deciding whether it balances out I think

SM Whether it tips on the side of the highs

P3 Yeah...so, I know around [drawing] block 2, there's something around block two where I know I genuinely didn't want to do it any more em...[continues drawing]

[-01.27.57]

P3 Yeah I think something like that

SM OK so the line is generally rising, can you just generalise about what made the line rise?

P3 Cos I think that...there was an attitude when I went back to [HS], that, they- they didn't sort of see me as a trainee any more they saw me as a teacher I think and I got some

really good observations in the last couple of weeks, em like really really strong observations that made me think like that I'd become a teacher at that point that I was ready if it was all about the teaching then I'd be ready to do it em, however...I d-

SM It's not that straightforward you mean?

P3 No and I think like when my tutor was talking to me last week it was like she said to me you know I've had a difficult year in that my personal life has been all over the place

SM Yes

P3 And I think that [sighs]...in some ways in some ways I'm quite glad that I just got to the end of it And I think that's the most, like the biggest thing about it was the end of it was just like right let's get it over with now and em...if, yeah I feel like I'd I feel like yeah I feel like I'd be ready to do it if it was just about the teaching but I don't think I'm mentally strong enough for it and I I'm quite happy to admit that that I don't have I'm really just genuinely not mentally strong enough for it a t the moment.

SM Mhm

P3 You know that's something that I need to work on because the stress is too much and it's...like you know I like me- getting that illness at the end of it and I you know I feel like I've constantly been ill for the last because it's just something that just has been that draining and the amount of stress it's been a long time since I've felt genuinely that stressed so maybe never [laughs] maybe when I was doing my A-levels actually em...

SM OK so, there's this is the last thing, called the Locus of Control right which is a sort of made up continuum that somebody devised where it's trying to show where you feel the the control for making decisions lies right so if it's internal then at this far end all the important decisions

P3 Mhm

SM All the important dec- decisions that are important to you lie within your control but if it's external then it's right along at this end then you haven't got control over any of the important decisions

P3 OK

SM And the final thing I wasn't you to think about in terms of this trajectory [indicates the graph line just drawn] were there any points where you felt this locus of control took a significant shift? In one direction or the other.

[01.30.52]

P3 Em...[sneezes]

SM Bless you

P3 Thank you...OK...so I think that, I didn't have control I had control over it to a certain point em...I think round this part here is a bit of a mix during block 2 because there were some things that happened that were completely out of my control that affected er

SM At school?

P3 Er yeah that affected it very badly I think em...and, yeah we-I definitely around there a lot it was completely out of my control however during block 3 there were some things that wer- well I mean obviously things don't just go away

SM Mhm

P3 So em there were still things that were out of my control but the- could be it really was up to me and I think I let myself down a little bit really thinking about it, em...yeah...so I think it started it was in my control up until just that point where things I di- I felt like I didn't have control over anything actually for a long time and it felt like my...

SM in that CS placement?

P3 Yeah because and it wasn't necessarily [CS] fault but I just I felt like, yeah, I didn't really have much control over what I was doing in school em to an extent em, and...yeah the things that were happening in my personal life really hindered it quite badly and everything so it was just I think it was just a mix of circumstances and I don't think really thinking about it and looking at it I don't think really there's not a lot of factors that were out of my control really it- it- it was up to *me* and I probably failed myself a little bit, at times, if I'm completely honest but I think it was just it was very very hard to cope with after that and it was all about just getting to the end of it then to be honest I think

SM Mhm yeah and you did! It is done.

P3 Mmm yeah

SM I'm going to stop the tape now

[01.33.27]

9 (g) Interview 1, Participant 5

24th January 2012 13.30

SM Introduces format and asks Q1: What brought you to study at X?

P5 Parents live near here and parents said I could come home cos I thought it was going to be a high pressured year and I would need looking after and it was the best university near here.

SM Geographical and personal element

P5 Always wanted to teach since start of Secondary school; didn't know primary? Secondary? Maths degree Did work experience in secondary school. Enjoyed lot more than primary. Did PGCE not B.Ed. No deciding moment.

SM Wny?

P5 Don't know. Mum a bursar in primary school. Always been around it. Played school. At school I wanted to be the teacher. Volunteered for all the jobs teacher gave out.

SM Always Maths?

P5 Yes – specialism at primary if that was what she chose, or degree if secondary.

SM Straight from undergrad?

P5 Confirms.

SM Good for Maths?

P5 Yes. It's got a reputation. I said I was going to X and everyone assumed it was X [and not a nearby, newer university]. Prospectus requires 2(i) and nearby uni said 2(ii). I

thought I should aim for X to push myself to get a 2(i). Didn't think I would do it or get into X. Was really pleased to get 2(i) and get in.

SM Think about teaching practice – don't mention HS by name. Asked to draw trajectory of block practice as a series of ups and downs.

P5 Uncertain what to call y-axis; didn't like it at first. Then really didn't want to do it at all after first week. Then line climbed, never really went down again. Really hated it. Thought I couldn't do 6 weeks of it. Then about half way through thought – oh – it's alright. Didn't want mentor to leave the room. I felt I couldn't be responsible for the class, so had to be left gradually, ten minutes alone then more and more. Not confident at start. Put a lot of pressure on self thinking I would be a proper teacher from day 1 and that's not going to happen – you can't from the start. I was told early on that the pupils weren't secure and they wanted me to be the figure of authority. But I wasn't doing that. I was giving a persona of not knowing what was going on. I guess I wasn't really acting grown up. When I was told that the pupils wanted that, I realised they were younger than me. I made a conscious effort not to worry about that, just to relax and enjoy it. Felt good. Really sudden... over a weekend – for the first few weekends I was using every minute at the weekend to work. Then mentor said do something nice. Did that and went in and found things had improved. I learned their names, their personalities and how they learned and enjoyed it. Had a really nice time. Was told normally that's not the pattern: trainees start confident, then something bad happens and they go down. But I was not confident at the start. But I was thinking I am coming in and they've got proper teachers, but I am just me, I am not very good and it's not fair. I was thinking it wasn't fair on the pupils. But I will be as good as the teachers after I have learned. But they had to say so many times that I was on practice – it's *practice*. So I suppose I would have to say this y-axis was enjoyment – or confidence – because both improved a lot.

(10.52)

SM Definite changes of direction in that line. Are any of these key moments that you could describe to me?

P5 This one – about the fourth week. Lesson had practical element. Teaching about water and volume., I made a box out of cardboard. Asked class would it fit? Told class it wouldn't. They all thought it was going to go wrong and I stood at the front of the class pouring this water in and all 33 eyes were watching me and that's when I realised I am there to teach them what is going on and for the whole lesson they were talking about how the box held the water – and it started leaking out the bottom and it was quite funny but I said it was all in there! Then the whole lesson they knew that was what it was. Then I realised that having that practical thing – me doing it – something I did – so I tried to have a practical thing and they remember it.

SM When you say a practical thing – what do you mean *thing*?

P5 Something they can relate to. It's hard in Maths. when you are talking about Algebra you would relate it to a physical object so they could see what was going on. I had a pen and a pencil. Same? They said no., I said the letters x and y aren't the same. So you are giving them something else to do – not just standing at the board. So I did things, put in

pictures and found ways to relate it to what they know. Then I enjoy it more too. And they can see why they need to learn it.

13.53

SM So that's this turning point there? And it was uphill all the way after that.

P5 Yes.

SM So bringing the real world into Maths concepts was what did it?

P5 My mentor said what is the point of learning about volume and things and he said he'd used something like that with the water. Asked if I could use it and he said yes but you have to put your own spin on it. SO she did and he watched it and it was funny. He saw I was a completely different person. Said after that was the first time you enjoyed it. And it was. It took me four weeks. Before that I came out thinking well that's one down not many left to go but after that lesson, wanted to do it again. He gave me the idea. He is into his practical things. If I go to him and ask how to make it practical he will help.

(15.19)

Sm Was that his class?

P5 Yes

SM Done with other classes? Applied that way?

P5 Not that exact one, but I have applied it. They were Y11s. Quite grown up. You think they might not enjoy it but they do. Y7s are quite challenging. Treasure map with Y7s. Got into it not just doing coordinates on a grid, it was a treasure map. So after it worked with the Y11s I started doing it with all the others. And I looked back on my first lessons and thought 'they're really boring!' They were broing for me – I must have been bored teaching them and that had a negatiove effect on them.

SM Cycle there – teacher being engaged and bringing the children along with them.

P5 Yeah.

16.36

SM Those key moments – can you think of a key moment when you had some choices to make.

P5 Right at the beginning I was told I could either teach a Y13 A-Level further maths class or a Y11 class. Difficult choice. I didn't feel ready to teach A-Level. But I might not have the opportunity again. Had to think about it overnight. The other Maths trainee was doing A-Level and I worried that if we were going up for interview together he would have the A-Level experience. Parents advised not to do it if it would worry her for the whole term. Y11 are as good, almost better cos there are more discipline problems. And they are the ones that made me realise I could do it. They put me in to do starter activities with the Y12s but not full responsibility. Choice right at start. They were aksing what we wanted to be able to achieve. I thought Y13s would make negative impact.

SM After turning point would you have felt ready for Y13s?

P5 Don't know – if I had done Y13s, would have had Y7, 8 and 13. So not sure I would have. CS doesn't have 6th form. Regretting it a bit. But I might have done it for the last 2 weeks of term. But at the beginning when I had no confidence.

20.17

SM Q4 – anything you wanted to do but couldn't or had to do but didn't want to?

P5 Don't know. Enjoyed everything eventually thought didn't feel ready at all. Had Y7 class to teach on day 1 didn't feel ready but there wouldn't have been point when I did – about week 4 but then it would have been a waste of time. I would have liked to have seen a bit of Geography and suggested it but it never happened.

SM Did you do any other observations?

P5 Pupil pursuit right at beginning but we didn't know what we were looking for. If we had done it after a few weeks teaching maybe more useful. At start you don't know how you are going to react to a class. Better in week 3. Better to have done more Maths things in the induction phase, just Maths, and get a lot of ideas. Then maybe when teaching go into another subject and see how they do it. Difficult to fit it all in. Am going to push it in next school if I can do Geography. Even if just one lesson. I just want to see if I can do it.

SM Do you have a second subject?

P5 No we don't do that. Well. I don't really know how it works. I've got A-Level.

SM Different places do it differently.

P5 It would be interesting but I might just have to wait until I am a proper teacher and I can go and make friends with someone in Geography and go and see it.

SM Be a proper teacher...when does that happen I wonder?

P5 [laughing]

SM 2 more questions

23.26

SM Was there a time when something unexpected happened when you had to make a decision?

P5 Lots of things about discipline you struggle with. They were good for the first two weeks cos I was a new teacher. Once they got comfortable with me they started to mess around. I struggled to make that decision about when to tell them off. And in one lesson one of the boys was being ridiculous and let him get away with it for a bit and just kept saying stop it, stop it, then I had to send him out cos it just got to a point But I think I should have probably – I'd just had enough of him cos the whole class was disrupted and the whole class escalated and it was the first time I'd been left alone and it was a massive mess and the teacher came back in so it was alright but I had to send him out and I had to make that decision but I made it too late but if I'd made it 5 minutes before then it would have

been alright and everything would have been fine and it would have stayed calm. But that's still learning about...you don't want to send someone out all the time cos they're not going to learn if you keep sending them out. And maybe they're doing it cos they don't like being in lessons. That was a big...And that was the first time I had sent someone out. I've never done it before.

SM Who was that?

P5 Y8. I wasn't expecting them to be that disruptive. Expecting low level, chatting. But he took his shoes off and tucked his socks in. And it is funny and you are stood there trying not to laugh but you've got to tell them off and you say why in a Maths lesson think I'm going to take off shoes – it's not a normal thing to think about. I didn't want to send him out cos I didn't want to then have to go out of the lesson to talk to him cos you have to go out to get him back and I didn't want to leave the rest of the class so I thought I'd give him one more chance but then I had to send him out that was hard cos you have to teach and you realise he's still out there and you have to go and get him so you have to give the class something to do while you go and talk to him and you set it and some of them put their hands up and it is really hard

SM Can't be in two places at once...

P5 Didn't think that was going to happen.

25.24

SM Did you have any other choices other than sending him out? Was there anything in the school policies that you had at your disposal to deal with him.

P5 (Hesitating) Don't know. With discipline?

SM Er...I don't know what kind of school it was – was it that this was the process, the procedure and this is what you do, or was it like he's disrupting the class and I need him out of here so I can get on and do it or was it your decision to do it.

P5 There is a procedure. You give them warnings. You send them out and then you let them back in again and then you send them to another classroom and then they give them work to do.

SM Stepped up

P5 Steps up. But it doesn't seem to happen. Most of the times it doesn't really happen they miss out sending out and they usually go straight to Safety Net which is what we call the other classroom, they go straight there. But I didn't want to do that because I didn't know how to do that. I should have learnt. I did ask afterwards but you don't. You're there and you think I don't know how to do that. You think where is Safety Net and it's really hard to learn all of that stuff so I just did what I thought was going to work. He came back in and was but I should have done what I was supposed to do but I didn't know how.

SM Induction?

P5 Yes an overall – but it's hard to classify what happens. First time alone, If someone else there, there would have been someone there to look to who would have let me know

if it was unacceptable. I did ask. And you find out who has the A-Level class and send them there. That's the Safety Net class. I think I would know now. I knew my emntor wasn't far away. But you can't leave the class.

29.44

SM Q4(b) Examples of something that affected your teaching practice?

P5 At start I was doing really active starter activities. I would have to stand at the front and direct them for ten minutes and I wasn't having time to do the register. I watched someone else put a number pyramid on the board, the class came in and just did it and the teacher could do the register and sort the resources and establish an bit of clam and I thought well why am I doing all this active stuff when I could be doing something like and leave the active stuff at the end. So then I would use those kind of things like ten questions based on last lesson's work. I found that the early ones could get started and that made lessons much calmer. And I wouldn't have thought that. At uni you are told to be active and engaging and given all these ideas for really active starter lessons but I haven't found they worked cos then I am just running around for the whole of the lesson. And you can't do that so I needed the time. I found I had the time. Especially when you are coming from another classroom and you need to log on to the computer. This was about week 3 – or week 2 – the start of the first up on my graph – I realised it was a good way to start. Oh they can sit quietly and it was quite nice.

(32.32)

SM Q5 What kind of teachers fitted in well at your HS?

P5 School is very practical. Maths dept has some good guys who are really engaging and practical which is where I got my practical things from. [Hesitating]. Kids really relate to that, once they've had one practical teacher they think well why...

SM They grow to expect that

P5 Yes and they have quite high standards of behaviour in the department and you want to do the same otherwise you get known as the one they can get away without bringing their pen in.

SM And how did you become aware of those expectations about behaviour?

P5 That was from observations.

SM In Maths?

P5 Yes. I wouldn't know what goes on in toehr departments. We have faculty staffrooms so I don't get to see what goes on anywhere else. So we all relate to each other. It is very department based.

34.45

SM Q6 How were you able to be on placement and how would you compare that to the kinds of teacher you would like to be?

P5 One of the things I learned on placement was that I mimicked the teacher I was taking the class from. Two classes from mentor and in those classes I was very like him. And my other class the teacher was more old-school, and the pupils related to that. He'd say give them a sheet with 30 questions on. And we've always been told not to just give them a sheet with questions on. But they've not been conditioned to the more practical style and so you ended up just doing what the teacher wanted you to do cos that meant the class would do what you wanted. But I think when I get my own class in September I don't think I'd want to do that cos it's a bit boring. You try to put in a bit of practical demonstration but they just don't, you need to condition them

SM That's interesting you used the word conditioned

P5 They learn how to behave in your lesson. Because they're not the same in every lesson. And I think you can – if you go in with high standards and you're the role model and you show them how they should behave and what you expect then they're going to do that cos they don't want to get into trouble and you need to be really clear with them

SM Would be interesting to take a sheet of 30 questions into your mentor's class

P5 They would just sit there and say what are you doing– they'd would just sit there and roar! What are you doing? So that's difficult to judge what kind of class you've got

SM You're more comfortable with the active teaching?

P5 Yes I am. Cos I am active and I enjoy that so I get more involved. In the class I was doing 30 questions with, I could only to walk round the class and look over their shoulders so I wasn't able to facilitate it – I wrote the sheet and they did it - they weren't saying Miss is helping us or giving us clues. A bit different but it got the job done. If I'd had longer, I probably would have done it the other way but you can't do everything. That was one of the ways I realised you can't do everything.

SM What made you realise that?

P5 After my lessons I'd get upset and think it was rubbish and my mentor would say you are doing really well – he said, I hate this phrase – doing really well, for a trainee. But you are. It made me realise I was doing really well but doing so much work that I couldn't sustain it. So I had to have time off. It doesn't always have to be perfect, it's how you relate to what you do.

SM Wise words. And timely too by the sound of it.

(38.40)

SM What classes?

P5 Mentor Y7 and 11, Y8s 30 questions guy.

(39.10)

SM Think about key people on your placement and how they helped you.

P5 Manly department. I was struggling. They talked in staffroom about golf. And a few girls in the dept took me under their wing and got close to them and the maths department girls and I said I'm not part of the maths dept and they said you are – and they said it's very manly in here, and your mentor is not going to cope very well with crying girls so if you need to cry come to us. Then it got to the point where I didn't need to cry anyway but I knew that I could have the girls to go and cry to. But he did cope well. I was very impressed. Bless him. So the girls in the maths department were very good. There was my prof tutor, the one that does the EPS things we see every week. And she sent me a message one week and it just said, keep going, we're all behind you. Mentor may have gone to her and said something's going on? Don't know why, she's doing fine but doesn't have any confidence. Then I realised that she was really behind me even though I only saw her once a week. She held a meeting in week 2 for all 7 of us in school. That there was a weird atmosphere in school. She cancelled all the work we had to do and talked to us for an hour and then realised what was going on and went and talked to our mentors about what we had said

(41.48) [what is this referring to??]

...P5 So she was really good, she could have easily ignored us and said she cared about our well-being. I need looking after.

42.18

SM What kind of trainee do they value at that school?

P5 Someone who works hard. Definitely. But also someone who asks for help. A proactive person. If you want help, you go to them. I had always been used to people saying to me are you OK? But they weren't like that so I had to get used to that.

SM Did that extend to the lesson plans as well?

P5 Yes. We only showed them if we wanted to. And one time I had this lesson plan and it was rubbish cos I hadn't thought about it. The numbers in the questions weren't quite right and if I had asked for help it would have been fine but I didn't ask for help cos I thought I know how to do that, so I learned I should ask for help a bit more and they don't mind cos it's the class teacher, whose class you're taking, they can fix it, but if you don't ask them and it's all wrong they're going to have to sort it all out in 6 weeks anyway. So it's really important. But they wouldn't undermine you – they'd expect you to think a bit for yourself.

SM Last section

(44.10)

SM Q8 Photos

P5 Woodland –P5 has done DofE volunteering, and did practice walks with them wouldn't have thought before DofE that I'd like to be outside with them, but walking with this group of Y9 and 10s for 6 hours and having a nice chat, I see them in a different light, I see them round school and they say hello miss. Really nice. Don't know if I'd be able to

teach outside. But I see them differently. And it's had an impact on how I'm seen around school.

SM How you're being seen by them

P5 And nice to have someone say hi miss. We've got a building like this (essex comp), there are quite a few blocks, art, science, and language and that's why it's quite department based. Regions of their own really.

SM That's just one block like this?

P5 Yes I like this (Peckham High type –noughties urban state secondary) like the idea of having all the open windows to see what's going on. Not sure (noughties state secondary curved porch) Main bit of our school (HS) is like this (state Secondary 1975). And mobiles.

SM Mobile classrooms?

P5 Mobile classrooms. That's *really* old – black and white. (60s state, contemp, b+w) I don't think I'd like to be somewhere like that, all the stairs and having to be – if you were on the top floor you'd have to carry all your stuff so I don't like it, wouldn't be very practical, although maybe the transition would be better [between lessons I think]. Similar to one before with all the stairs (60s comp, bike park)

SM you don't like that?

P5 Don't know. No. The best one I like so far is the one that's all open. (noughties urban state secondary). That's what school looks like at the front (6-s state secondary). You park at the front and go in to reception. I like the new-builds with all the glass I don't know why. Like being able to see what's going on (LBTS). Is this one on stilts? (futuristic) Are those classrooms?

SM Yes.

P5 That would be cool. Good learning space. This doesn't look nice at all (Pimlico). You'd turn up to work and think this isn't very nice. If I turned up for interview I wouldn't like it. This one looks like someone has put some care into it (modern rural exterior) with the library down at the front it just looks nice. This has lots of glass (60s state modern design) but these are flats, or is that a school? I like the green space but the windows are onto the corridors. Obviously a local school to where they all live. [Laughing] looks like a posh traditional school that has quite a presence (Victorian state) you think everyone's going to be all authoritative but it looks quite nice but not as nice as the others. This is nice, it looks like a private school (girls boarding) they're allowed out on the lawns in the summer. Like this, all linked in (urban mod trad) you could get around without having to go outside you could get to someone else's department and talk to them whereas in our school it would take about 5 minutes to get over to languages. I don't like this (1930s sec) it's got the windows but it's just got too many floors. This is nice with the trees and grass (doctor's surgery type 0- small town modernised). Even though it's got lots of stairs it looks pretty (canal-side), there will be a lift, it will be OK. It looks pretty by the lake. This one looks scary. I think I'm too common to work there. I'd be too scared to touch anything (abbey school) I don't want to ruin it. But I like the grass. This is like the playground at our school with mobiles around it, playgrounds in the middle, nice to have that, not pushing

the children out (hopscotch, 60s comp). This is nice, with the grass and the church in the background (modern semi-rural). If I turned up there I think that's what I'd like. Oh that looks like someone has plonked a school in the middle of the countryside and not really thought about it (Highland). My best one is between the glass one (Peckham High type noughties urban) or this one (modern rural Watermark). Like nice and new and when it looks like someone cares about it

(55.10)

SM Do any phrases jump out at you to describe your HS?

P5 Lots of staff training; also research about results, and predictions. Esp in Maths, a C/D borderline group you focus on - the lower ability are not going to get the C grade anyway, as long as we get them something that's fine; but the middle ones that might get a C, that's who we focus on. Don't know about other departments but that's what we do. Follow scheme of work quite a lot. Lots of pressure to do what you are supposed to do. Moved all round so Y9s have end of year exams in December so they can start their GCSEs in January. We didn't get to teach Y9s cos they were trying to squeeze all the Y9 curriculum into a term and they did but not sure how – or what effect that's going to have. It's interesting now they've gone back and are going at a more leisurely pace and the Y9s are wondering why they're not working as hard as they were before. But they will have the benefit when it gets to the GCSEs.

(57.35)

SM Do they intend to do them in Y10 or at the end of Y11?

P5 No, end of Y11, so they'll have longer to do it.

SM Anything else to say or move on?

P5 no, move on

(58.01)

SM Look at cards – routines and places you might find in school. Look through and find one you can describe to me that demonstrates the kind of place your HS is.

(59.01)

P5 Like where school happens the most or..?

SM Because I've never been there, choose one that will help me imagine the kind of place it is to be in.

Could be more than one. Or none of them.

(59.38)

P5 We spend a lot of time in Maths staff room in breaks, difficult to say about whole school. One member of staff always on duty in the corridors, noisy kids get sent out; during the day, corridors are empty, my mentor has his door open, really nice that the Head wanders round about once a day and pops head round and asks if everything is OK. Shows

he wasn't sitting in his office all day, but was hands on. Nice. Hard to describe school with one of these, it is a very nice school but very faculty dependent, you stayed in the Maths department and didn't go anywhere else. There was a main staff room but nobody went there. If you were there longer I'm sure you could mix around. I didn't really see any of the other trainees from here.

SM There were 7?

P5 One dropped out so there were 6 by the end. Didn't see, except for the Maths one. Well, once a week. But hard to see when we were all in their departments.

01..01.27

Interview ended

9 (h) Interview 2, Participant 5

Tuesday 17th April at 15.30

SM Can you tell me about your childhood experience of secondary school?

P5 OK well I went to a [says a religion] secondary school so em but I didn't think it was any different till I started this course but basically I stayed at the same school from Y7 to but I didn't think it was any different till I started this course but basically I stayed at the same school from Y7 to Y13 but because it was a [repeats religion] school we had to go on a bus to school so all my friends lived about half an hour away

SM Oh, I see because it had such a wide catchment area?

P5 Yes, and I stupidly made friends with the ones who lived furthest away, my parents always joked for the whole time I was there, your friends live so far away but I had a really good experience I was always a goody-goody two shoes, I was always never got into any trouble, never had a detention for the whole time so, I was, it was funny really cos I really enjoyed school and got on really well and got good grades and made really nice friends but they lived really far away but it wasn't the typical, I don't know didn't feel like the typical kind of experience because I didn't walk to school but when I was at school, I was at school and it was like everyone else so

SM Yes. A school's a school's a school.

P5 Yeah.

SM We're going to start off with the graph [sets up Q2]

1.47

SM I'd like you to draw your experiences on this block practice as a series of up and down movements on the paper and we're going to use that as a focus to talk about turning points, OK?

P5 Yep.

SM So I'll give you a minute to think about it.

P5 Mm. What to call it. [draws].

2.30

P5 I've put it as enjoyment, but it's probably more kind of, happiness or how conf- it's not confidence [sighs]

SM It could be many things, if you wish

P5 [sighs] Ok so, it's going to be like if I was happy it's going to be up here [indicates towards the top of the paper, further up the y-axis] and if I don't really like it, it's going to be down here so, when I started, I didn't want to go. It was a bit complicated cos I started and the day after, I didn't get a job so I wasn't very happy the first day I'd started cos I'd got rejected

SM Did you go for interview?

P5 Yes, I went for interview, I was like I don't need this on the first day of block practice so I started off down here but the department was lovely and really supportive and I got on really well with the other PGCE who was there. It didn't, it took about a week, and then I settled and then like [writes] then in the first week it dips a bit because I had some horrible classes but it still didn't go down as far as it was when I didn't get the job, and then from about then it didn't, it went up steadily and it didn't go down again, I had a really, really, really good experience and it probably plateau-ed a bit, but I ended up leaving school really happy and really motivated I felt really good, so I suppose, it doesn't really look very good, so I suppose there was a little bit of a blip at the start

SM Which, the blip wasn't related to the CS experience itself it was related to

P5 -well that was kind of

SM -a kind of dent in your confidence

P5 Yeah that was job [writes on graph] whatever and also my CS was away from home and I'd been living at home so, as well so I didn't get a job, I had to move away from home and I had to start a new school all in the same two days, I was like, oh I don't want to be here so I think I got to CS and they were like, who is this crazy person?

SM [laughing] See me at my best

P5 [laughing] but I was like, if you can cope with me now, you can cope with me throughout the whole course cos this is,

SM -[laughing] this is as bad as it gets

P5 -[laughing] this is extreme

5.18

SM So it's a nice smooth line so talking turning points might not be the right term but key moments or something like that where you can tell me, describe what happened

5.32

P5 I had, so this is like week 2 here [points on graph] I'd been doing really well, had a really good time and they'd done really well to get my confidence and then I had a really bad lesson with Y8 [writing] so Y8 lesson, so they decided that they weren't going to listen to a thing I said, and it was last lesson and they were just not going to play ball and I was like but, I can't, I've done so well and everything's been perfect, you know and I was just like, OK, I don't want to teach any more, it was like why can't I control that class, they're Year 8s, you know, Y8s are 13, I can do that and I came out thinking I can't do it. So I spent the next week thinking I can't teach those Y8s, everything else was perfect but those Y8s were just, I saw them 3 times a week and they were horrible, they were horrible, so, it was getting worse and worse, so it went down, so I just lost all motivation, I lost all kind of, confidence, I just felt, oh I can't cope with these and then,

SM With that class or-

P5 -with that class yes it was just that class

SM -did that affect the other classes?

P5 it, em, it didn't, well [sighs], it made me a bit more on edge cos, I got quite chilled out cos the school was really chilled out and em and it made me really like, oh I need to be, behaviour management and things like that and my mentor would watch my Y9 class who were lovely and then comment on things like behaviour management with them because he knew it was going to happen with my Y8s so he would do that so really, even if I didn't need it in that Y9 class he was

SM -He'd use it as an example

P5 -and I'd be like but that didn't happen in that lesson and he'd be like but I only observe you once a week and it's, you need to know what's happening and I was like it's a bit contrived, it's not real, this is just you saying stuff and it's not making any sense so to kind of spilled over into my mentor's perception of how I was doing and I was thinking this isn't right so I lost motivation and [sighs] um [writing on graph] behaviour management issues put that there em and then I came in, we had a meeting, this is here [pointing to around week 2/3] so we'd had about a week and he aid, oh what are you going to do with your Y8s this week and I said, well this is my lesson plan and this is what I'm going to do and he was like, don't do that, he was like, that won't work and I was like well what can I do and he said right well what you can do is you're going to go back in pretend the last two weeks haven't happened, go in, say right these are my rules, I don't expect anybody to talk when I'm talking, I don't expect you to talk off-topic, I don't expect you to interrupt, put your hand up, and I expect you to have a pen, pencil and a ruler for every lesson, so he said you need to reinforce your expectations and if anyone breaks any of those rules, their name goes on the board so em the first thing I did when I got in was I said those and then said, you've got till, well that was probably on a Thursday so I said you've got till the Monday to have your equipment, the equipment issue wasn't an issue that lesson, I said I'll lend you a pen/pencil, I had loads cos I knew they wouldn't have any, I said, but if you interrupt me, if you talk when I'm talking, if you don't talk, if you talk when I ask for silence, your name's going on the board and what we did for that lesson was I gave them a sheet of revision of what they'd done the previous term, all questions they could do and they would all take 5 minutes each section, so I was literally, so what I did was I said who, look at the first question on the sheet, who thinks they can do that question? And they all put their hand up and I said right well then, no talking, write the question out in your books and you've got 5 minutes. Then stopped them, went through the answers, carried on for the whole lesson and if anyone talked their name went on the board. If they got, so their name went on the board, then they got a dash which meant they were in detention, then they'd get another dash and they'd be sent to Referral

9.48

SM Referral?

P5 Referral.

SM What's Referral? Sounds scary.

P5 It's like a special, em they have to go and sit outside the Head's office or in a room next to the Head's office and all the naughty kids go there

SM So it's fairly- high standard of

P5 -It's fairly high up and you're only allowed three referrals in a school year

SM OK

P5 Or you're out.

SM Right.

P5 So it's proper, proper

SM It's the big guns

P5 And I was saying, I said to my mentor, this is too strict, some of the kids in there they need their three chances and he said well they won't do it then, will they. You'll send one person out and the rest of them won't do it and I was like OK, I was like terrified, I was thinking I can't do this. Em, I sent this one boy out and we said, cos he was on the board three times and he was out. After I sent him out, the rest of the class were then, she's serious, she is going to send us to Referral and the lesson then, they all behaved, they were fine. They all try it, like one sacrifice and at the end of the lesson I had 11, I had a class on 25 and I had 11 names on the board but, you know, and I had about 6 in detention but it's only for 5 minutes and then we're out so you know, it was fine and I thought I can't do that every lesson and I kept it up and it got less and less and less and they realised I was serious and I would send, I had quite a few in detention most weeks, like most weeks there would be three or four in detention, but it became more of a, it was the same people in detention, the good ones weren't getting punished so the atmosphere in my class was, we know she's going to punish us so we're not going to misbehave and there's one that you get in every class, they always try it on and then we, basically, after about a week or so we scaled it down to, if you get three dashes on the board you won't get sent into Referral you'll get sent to the classroom next door, otherwise you're going to get 3 Referrals from my lesson and it's not fair, so we then sent them to the next person's classroom, which was the Head of Maths where they would get in as much trouble anyway with the Head of Maths, and that seemed to work in the same way as Referral did but they didn't get in trouble- well it didn't mean that they were going to get excluded em so we then sorted out the relationship and kind of the class then, cos it worked well in their lessons, in all my other lessons I used the same techniques but because they were good classes I didn't really have to do much like once I'd sorted out the Y8s, I wasn't terrified about seeing them and the rest of my classes kind of sorted out and the sense of achievement that I got from this class of kids that in the first few lessons wouldn't even listen to me, to get them to sit, they would sit in silence without me asking for it. They'd come in, the work would be on the board, they'd do it and I'd be like well I've not even said anything I would kind of like, they'd be doing their work and there'd be no talking and I'd be thinking, I could tell they can talk but I don't want to! Because it won't last very long and it was kind of, they got into a proper working relationship and it was difficult cos I only had the nice couple of weeks with them right at the end cos I mean it's only a 6-week block but it showed me how it will work in September or whenever I start to get a job that's how it will work and the kids

don't like you for 6 weeks cos you're not very nice but then you get a nice relationship so I suppose I had the horrible bit and then I'll go onto the nice bit but then those Y8s they just sorted out the rest of my placement and I just taught so many lessons, they were like oh do you want to? So like I had 4, cos in Maths you have like 4 classes and you see them 3 times a week so that's 12 hours a week, then Y11 they'd be like do you want to teach Y11 this week? And I'd be like um I'll do one lesson and i'd do that so at the end of it I was teaching all 5, it was only 11-16 school, I was teaching all 5 yeargroups so I had a proper experience of being a proper teacher

SM And are you allowed to do that?

P5 Well , kind of [laughing]

SM OK [laughing]

P5 I coped with it I had support, what was really good about this school how they got around it was the other PGCE who was there with me, we had parallel ability classes so I would have one half of the year 8 set four and she would have the other half of the year set 4 so they were the same level, working from the same SoW and we were living together cos we had to move away and so that meant we only ever planned about half of the lessons because we could just plan the same lesson or say you taught this can I steal it and adapt it for mine so I would have been teaching more hours than probably I was supposed to but I wasn't planning a much because we were sharing

SM There was a joint element to it

14.49

SM Were the SoWs ready-made there?

P5 Er well we had an A3 piece of paper with the key targets on which was our learning objectives and they really closely followed a textbook and I mean I didn't use the textbooks in my lessons cos I don't like getting the textbook out but what I would do I'd make a sheet from the best questions in the textbook so I knew exactly what questions were expected but because I as giving them a sheet they didn't think it was a textbook, even though it was the question from the textbook they didn't think it was, they were like oh a sheet, this is pretty, blah blah you know cos they're fickle and they don't think about things like that em so yeah it wa a really positive experience

15.34

SM So can I just go back to the bit when you were describing, you were in the meeting with your mentor about what you were going to do and there was this system and you said to me there, I thought, I can't do this.

P5 Yes.

SM This is about advice generally, You're in a position where you get a lot of advice

P5 Yeah

SM And we could use this as an example, why do you take some advice and not take others?

P5 Em I don't know, with this advice, I'd come out of those classes and been in tears because they'd been horrible and I hated them and I was thinking I can't teach and he was saying do this and I was saying well it can't be any worse than what I've got already, like if I'd come out and still been in tears it would be like, well we've tried that, let's see what's going to happen so I thought, I can't lose anything, like

SM Ok. You'd got to the 'try anything' point

P5 That's right and I thought well I can't cry every day because they're horrible so we're going to have to do something and luckily it worked and it all happened but if it didn't work, but like he, I trust, like I trusted his advice because they were his class. He'd taught them for 3 terms. He knew them pretty well so he knew if they were going to respond to it and I think he could see how desperate I was, I don't think he'd have set me up for a fail, he would try anything because at that point I was like, I can't, I can't do it, I don't want to do it, what am I going to do? And he could always see that I'm going to be a good teacher but I just needed a few things sorted out and once I sorted those out it was fine so, because he knew what he was doing and he knew me and he knew the class I as like well I'm going to take his advice

SM I like that you've annotated the graph, that's really helpful

P5 [laughing] I was just thinking it looks a bit complicated

SM It's fine, it's fine, it will help me remember when I'm listening back, what we were talking about

17.50

SM The next question is about key moments [Q3] on practice in a lesson where you suddenly realised you had to make a choice, I wonder if something occurs to you there about a moment when there were several options available to you and you had to choose. And what options they were. And what made you choose as you did?

P5 Yeah. I taught a lesson to a Y9 group and my y9 group were a really lovely group they were perfect, and my mentor said you can choose a random Level 7, cos that's what level they were working towards, that I'd not taught them. Cos we had one lesson that we had to fill, we'd finished the syllabus and we weren't starting SATs revision till the next week so he said there's no point going over any of that cos they've got all of that, so pick something so I've got a rally good lesson on Speed, Distance, Time that I'd one at my other school and I thought I'd just do that, cos it's getting to the point where you haven't got any time to plan any more lessons and I was thinking well you've just given me a random topic why would I pick something I've got to plan when I've got something already? So I turned up and said here we go we're going to do this and we're going to start off and we're going to draw some Speed, Distance, Time graphs and they're actually quite complicated to draw because you've got to work out the gradient of the line which is something that in Maths that they struggle with anyway and I hadn't thought about that, I'd just thought yeah they can draw graphs, so we did this thing and I had this really lovely activity to come after drawing the graphs, it wasn't really to do with drawing the graphs it was just the car was

travelling this fast, in 10 seconds, how far will it go? Basically it wasn't anything to do with the graph but to make the lesson fill a bit longer and I thought they can do graphs, so they did this graph and I stood there and said here you go, off you go, you can do that

[interruption]

20.11

P5 So they always, you explain something to my Y9s and I'd say, explain it on the board and say do this and all the heads would go down and they'd start working in absolute silence, they'd just do it without me even telling them anything and I said here we go, went through it with them on the board, got some input from some of them and it was fine so I said here you go, here's your statements of journey to, er, draw the graphs and about two heads went down and the rest of them went, er, ah, I've no idea and they all looked at me as if to be, like we can't do this, we don't know what we're doing so I had to decide whether I was going to say, right don't worry about drawing the graphs because it's not important, I have this lovely activity lined up it's all about the Olympics, it took me ages to plan and I want to use it again and I was like we could either scrap that, we could go through it again on the board or we could do something completely different and go back to drawing graphs [sighs] I was like I don't know what to do. And what, in the end, we decided to do was, I was like well now we'd committed to this graph-drawing and I can't just say don't worry about it cos then they're going to think in future Miss decides it isn't relevant but she teaches us it anyway just to fill time so what I had to do was I had to get the textbook and I had to, well I went through it all, and the first example I did, I went through it all again on the board for one of the three I'd given them, so I went through that thinking well if I do that, they might get the next two. Did that and they still didn't get it. I was like, I don't, I don't know what I'm going to do so what I did was I got, I had to then change it completely, got the textbook, looked at what they were doing in the textbook and then decided that we were just going to do describing graphs, rather than drawing them, we were going to describe what happened. So I had to give out all the textbooks and I was like, let's pick a question and by this point they had no idea so I picked a question did that and then they did that for about 10 minutes, 15 minutes, we picked a few questions and they could then do it and because they'd seen it they could then draw it so I thought right we're going to go back to the examples I'd given them before and they were going to see that they could do it, so that's what we did and then the lesson finished and we didn't get to do the lovely activity and it was one lesson so I couldn't even do it next lesson and I thought well they've gone away happy and they're not going, I've used, they're not going to care, like the lesson I'd already done before so it didn't matter

SM It sounded like the choice you made was to plump for was to do with how the, how the students were going to perceive how you were proceeding and not just in that lesson but for future lessons, is that right?

P5 Yeah. I chose that choice because I wanted them to be able to get it cos it's not, well it is tricky but it's not, they can do it they're Set 2, Y9 and they are bright kids and they can do it and I wanted to show them that they could do it but I probably hadn't gone about it in the right way to start with and I probably assumed too much

23.40

SM And where about in the placement was this? How many weeks in?

P5 About week 3? Week4? Probably the end of Week 3. And they left happy at the end of the lesson being able to do it and at the beginning of the lesson they all couldn't do it, end of the lesson they all walked out, that's really easy miss, isn't it? And I was like, yes, it is and then that gave them the confidence they needed. Came back next lesson to start revision, all ready to start revision, happy and they won't even know that we didn't do the thing we were supposed to do. Well they already know me and they knew I didn't like using textbooks so they probably thought, well, but then they probably respected *me* more cos I adapted my lesson to suit them.

24.30

SM You responded to a knowledge gap.

P5 Yes. Which is what you have to do as a teacher. Yes. So, difficult choice.

SM I like that. That's a really good answer. Detailed. Good. I like that.

24.53

SM So thinking about the things we've been talking about so far about key moments or turning points, have any of those moments, or you can choose another one, affected your practice as a teacher that you think it's now embedded in you that you think you're going to take forward from this point?

P5 Yeah. Going back to my Y8s and their discipline problems, in my first practice I was told, don't count down from 3, don't write names on the board, don't do any of that, you've got to do it all in your head and I was like well I've got too many other things to think about I'll do that but I didn't, I just made up my own discipline thing. It worked, cos I had good kids, and if I didn't have good kids, it didn't work and so now I've learnt, that's now something that's in my practice but obviously going back to my next school I'm not going to be able to do that. But I've thought about how it's important to adapt your discipline strategies to the class that you've got and I know now that it does work, being strict, and it does work with clear boundaries and clear restrictions so what I'm going to do now when I go in next week [return to HS for third block practice], first thing, first lesson, list out my expectations cos I didn't do that for the last two things and I think that's probably one of the things that it couldn't do [uncertain as to what is meant here] so one of those things is that it definitely means that I know how to start teaching a class

SM So this experience with the Y8s and the mentor's advice, you can't wholesale transplant it to your CS [I meant HS here] because that's not how they operate, but you're going to take the principles about being clear about boundaries and expectations and start the third practice like that which you hadn't done first and second-

P5 -No for the last two

SM Good OK that's great and that's fine cos you've got that comparative element in there

27.02

SM Thinking about elements of your practice that were developed [Q5] at your CS is there anything in particular that you want to add or is the behaviour management the main thing?

P5 The behaviour management is definitely one of them but I also went in really unconfident in my ability to teach but, I [sighs] hadn't taught a lot in PoT1 [Practice of Teaching 1 i.e first block practice], well I thought I'd taught but you hadn't, you'd just got through it really and on PoT2, I'd got over that initial being terrified of standing in front of a class and worrying what if this goes wrong and realising that they are only kids, the things that are going to go wrong, aren't going to go wrong [not sure what is meant here], they're not bad kids, they're alright and I've now learnt that *I'm* in charge and I am good at my job and I am confident enough to lead this class

28.03

SM That's a massive change, I remember you saying when you started practice saying I can't do this, I'm only *me*.

P5 I know. And now I'm like, I've conquered my Y8s and well

SM I can't do anything

P5 Yeah so what my mentor said and what my tutor said at uni and how I feel in myself is I'm so much more confident and that's just from practice and that's from my CS they were so laid back, apart from that thing about the discipline they let me make my own decisions and if they went right that was fine. If they went wrong, like discipline, they sorted you out. It was a real culture of you're allowed to make mistakes and you're going to learn from them and to be honest as long as you teach the class something, it doesn't have to be perfect we just want you to teach them and I was less afraid of being perfect that I naturally just got better cos I wasn't worrying about being rubbish and I thought I can do this so another thing from PoT2 was that I've got loads more confidence and I'm quite looking forward to going back and showing them, well look I'm really confident now and they'll probably say well now you're too confident [laughing]

SM [anticipating] You're anticipating now, you can't possibly know

29.29

SM So you think that confidence is, and the behaviour with adaptations, are both things you can transfer to you HS?

P5 Yes definitely

SM OK. That's good. So is it fair to say in summary that the CS made positive differences to you practice?

P5 Yes very much. Yes. It's made me really confident and really excited about it and other things cos I moved away from home for six weeks and that affected me as a person and then came across in my teaching cos I was just like oh I'm independent, I'm a grown up lah lah so being able to cope with that made me realise that I can cope with most things so

I definitely feel happier and a lot more confident and just kind of, different, really, it's quite funny [laughing]

SM OK well we'll move on to the next section [sets up photo question: Q6]

30.49

SM Can you have a look at them and see if any of them you'd like to teach in, you're drawn to more than others, or do any remind you of your CS or your own school as a child?

P5 Middle one is definitely like my CS [state 60s] it was very kind of purpose-built school, fit as much as we can in on this ground, mine was only two storeys and it was all kind of, appeared very dated and very, it had kind of a culture to it, a history, but the staff made it rather than the school

SM So it wasn't the building?

P5 It wasn't the building, it was the staff cos on the first day I turned up and I was like, oh, those chairs are all not very nice, there's not what I would want, and classrooms didn't have interactive whiteboards and I thought I was going a step back here but the atmosphere of the staff was like a really nice way to think about it, and it could have been anywhere, it could have been in a brand new purpose built or it could have been in the middle of a field and it would still have had the same atmosphere, so that was the CS

SM Is that the kind of place that you'd like to teach? Well, difficult now, right so, are any of those buildings the kind that you think oh I'd like to teach there? Just to clarify, what I am not asking is would you like to teach at your CS. It's about these pictures.

P5 I honestly don't know at the moment, cos I've been at interviews at a brand new-build school and didn't like it, I've been at interviews at normal schools and didn't like it

SM Is that [I point at photo of 60s state secondary] a normal school?

P5 Yeah.

SM OK

P5 I would say that's a normal school, so I've been to interviews at places like my CS and didn't like it and I've now realised that the important thing is that the staff is what matters and I think that I could cope with wherever I am and once I get to the right school, I'll know.

32.36

SM So do you think buildings make a difference at all?

P5 Em. I think they can make a difference to the first impression which is really important to people like prospective kids and prospective teachers and if you've got state-of-the-art buildings then you're going to get interest from some of the best teachers cos, well, if you've got a modern building and an Outstanding Ofsted you're going to get loads of applicants and I think but then I think that some schools are Satisfactory or even worse in rubbish buildings but you go in and you feel so welcome that it doesn't matter and I think

that the most important thing is how enthusiastic the staff are and how the kids respond to the staff and as long as the school has got adequate resources and facilities for the learning to take place, good teachers will be able to respond to that, that will come across wherever they are. That's what I think.

Sm OK lovely. [Sets up statements question: Q7]

35.07

SM Do any of them jump out as seeming to describe your complementary school? And then I'm going to ask you to put them in order of importance if there are any.

P5 OK. I would definitely say my CS, was very bottom-up decision making. The Faculties, well departments, dictated everything that happened in the school. The Head was amazing, but they didn't necessarily say you will do this. The Departments said we want to do it this way and the Head would say oh yeah, well if it works it works and in my, the Head of my Department was very, you know, you can do what you want and what do you think guys? And we would all say this is what we think and they'd say good idea and try it and it was all very experimental and it was done based on what the teachers thought cos they're the ones that have got to implement it

SM So very empowering to the staff

P5 Yeah

SM That stands out then so that's probably, the most important then?

P5 Yeah. Yeah.

SM Are there any others that seem relevant?

P5 I don't think so. Well, collaborative culture cos that will go with it, they all worked together to er but I think that's probably the two main

SM So they are both from the Facilitative side yes, Well you did this exercise for your HS. I'm going to tell you how you described it

P5 Good cos I can't remember

SM OK well really it's cos you've got the benefit of something to compare it to and to see if you want to change it or you want to add anything to what you said then, so you put it toward the determining side, so what are your thoughts on that for you HS.

P5 Yeah. I still would put it there. They were two completely different schools cos they are both Outstanding Ofsted schools and you would have thought that they'd be the same but they weren't and it was the attitude of the staff at both the schools that made it different so I would still keep my HS on the Determining side.

SM OK. OK.

38.19

SM Next thing, these cards [set up Q8 – cards]. Have a look through that and that's things you would find in a school and em I would like you to choose one that you think is representative of you CS and describe it, that activity or place. Describe it to me.

P5 I'm going to choose assembly because, they would havem the pupils would have two assemblies a week so they would have a year assembly adn then they would have a Key Stage assembly, so they'd have a Y7, Y8 or whatever assembly and then they'd have Key Stage assembly, so KS3, Year 7, 8 & 9, or KS4 assembly. So they would all meet twice a week and the assemblies would all be done by the Head of Year, would mainly do it, or the Head of Key Stage would do it or then other times the forms would take control of assembly which was quite funny cos they do what they want to do and so they all kind of, it was very, they all got to meet quite a lot and it was all very year groups or key stage split up and this carried on into the staff cos we would have a morning briefing *every* morning. It was only five minutes but that was kind of like an assembly cos everything happens in that assembly in, so it is a culture of the school to get everyone together to give them all the same bits of information so I think assembly is, they definitely value this kind of assembly or briefing or that kind of thing

SM Getting together

P5 Yeah.

SM Do teachers get to take the morning briefing in turn? [laughing] Joking.

P5 [Laughing] No. It's the Maths department! Well done!

SM OK. It sounds like quite appositive thing that kids got involved in

P5 Yeah and they felt valued because they got to talk about what they wanted in assembly.

SM OK thinking about Becoming a Teacher – oh, hang on, wait a minute, before we move on to that final section [checking notes] OK you talked about corridors and staff room for the HS, I'm struggling to follow my own notes, can you just describe assembly at your HS, so we can get a little bit of comparison there.

P5 Yeah, um, at HS they would have, house Assembly because at my HS it's vertical tutoring [pexplains] so tehy'd have abig assembly for each house which was OK but I didn't really feel they took pride in this cos there were some Y7s and Y11s in there and some 6th formers in there and I just don't think, sometimes, it wasn't relevant to them, you know.

SM OK the content of the assembly was, couldn't, hit, everyone

P5 -yeah that kind of, and it's always done by the Head of House and it's never done by the children and I think that kind of thing is important and then with regards to the staff they had Monday morning briefing and that was it, and it was still only 5 minutes, still the same length as my CS but only one day a week and I think getting everyone together every morning, although it's a pain, you see everyone from different departments, it's quite nice, so it's different

SM Did everybody attend the briefings when they were supposed to? From both of the schools?

P5 Erm, I think it was about the same. It was more of an issue, at HS, because it was only once a week, everyone made an effort and at my CS it was a bit like...oops, I'm late, well never mind or like

SM Catch up tomorrow

P5 Yeah and it didn't seem to be a, everyone went, well most people went em but it didn't seem to be a major issue if you missed it, but that was because the departments were very close and if you needed anything they would get told and they get given a briefing sheet in morning briefing that gets shared round the department so that you had to go to morning briefing so you would, otherwise you wouldn't know what to tell the pupils in registration, so that like kind of, they did have to go really so

SM Sounds like a strategy for making people come along

43.46

SM OK, you can give me the cards back now, thinking about becoming a teacher, this is the last section now, [Q9] what kind of teacher fitted in well at your CS?

P5 Em you had to be fairly laid back and fairly kind of go with the flow cos there didn't seem to be, like at the start I was terrified cos it didn't seem to be very organised, didn't seem to kind of know what was going on but it worked well, it all seemed to kind of fit in but for me going from a really regimented kind of thing where I knew exactly what was going on to going in somewhere where I didn't really have any idea what was happening but I adapted to that and I think that meant there was more space for change cos you had to be flexible and so people didn't resent doing anything different, people thought well, it doesn't, they were used, there was a culture of change so they were used to em changing their plans and being flexible and dealing with that so em

SM So from your point of view, how did that affect you?

P5 Well it meant that I had to know exactly what questions I was going to ask at our scheduled, like we'd always have scheduled meetings once a week but then apart from that it was like, deal with it, or ask at some point but you had to be very tactful in when you asked and you had to ask the right thing

SM What do you mean?

P5 Well if I said I don't know what I'm doing my mentor would be like, you do, you *must* know what you're doing because you're here like you can't, you d- he was very kind of like [sighs] at my HS if I said I didn't know what I'm doing my mentor would be like oh what's the problem whereas this school it would be I don't know what I'm doing, well be a bit more specific, say, if I said, I'm teaching Y9 next lesson on this, like Y9 lesson on Pythagoras what should I do, he'd be like what do you think you should do, I'd say this, and he'd say there you go, do that. And it was very, more, I was more consciously aware that I was making the decision and I was more in charge whereas, em

SM So they put it on you, they didn't-

P5 -Yeah, they put it on me

SM They didn't proffer a kind of ready-made solution

P5 No.

SM OK

P5 I think if I had gone the day before and gone I'm doing this and I don't know how to do it they'd have gone you do, you do it like this blah-de-blah-de-blah and if I'd gone the next day and gone I still have no idea, they would have gone, then oh that's fine we'll, fix it for you but they wanted me to make the decision for myself yeah

SM And that, I suppose is what helped you grow in confidence cos then you realised you could do it

P5 Yeah, so, and now I turned up and would do my lesson and not even ask because I would know that he was always going to say well try it so I thought there's no point even asking him then, I'll just do it and usually, well most times, it worked, so that was really good

46.47

SM Ok well a little bit more on that really about how you're able to *be* on CS placement, compared to the kind of teacher you want to be and the one you were in HS, have you got anything to add that we haven't said already?

P5 Em, one of the things I liked about CS was that you could play music in your class to your pupils so I would always choose so I had like calming chilled out music that's in the charts, well chart music that isn't like head banging, and there was an atmosphere that as long as they were working anything would go in the class so I had my Y9 who were perfect and silent so I would put a bit of Ed Sheeran on, or something and they would be like oh miss this is a nice song and they'd still do their work but it would be a much nicer atmosphere but my uni tutor came to visit me and he was like what are you playing music for and I said well that's what they do here and he said OK that's fine, but then he was like well you know they don't do that at your HS, and I was like, I am very aware and like I know that I'm going to go in next week [start of third block practice, return to HS] and I'm not going to be able to do that

SM Ok so that's definitely not –transferrable

P5 -not transferrable, no, definitely not, and I'm like, I'd love to be able to do that cos it relaxed me

SM Would the new confident you not dare?

P5 I don't know oh

SM I'm not trying to suggest you do that, imagine what would happen were you to go in and do that.

P5 I think I'd get told off, I do! How it worked at my school

SM Which one?

P5 At my CS, you'd say you've got 2 songs to do the question which is 8 minutes, and that is like a standard song and so they got to the end of the first song and they knew they were half way through and that's what I really liked because you didn't have to do anything, didn't have to count down it was like the song stopped and it was like is everyone finished and sometimes they didn't finish, we'll just put another song on yeah? Who what shall we have now and it was just a really nice kind of –

SM -I've never heard of that before, that's lovely, it is lovely, it's all about that environment and making everyone feel comfortable in it

P5 I really want to go back and do it and I just can't, cos I um-ed and ah-ed about doing it in my lesson with, my tutor came to watch, and I asked my mentor and he said do it cos what's he going to say he's going to say you can't do it, at the end of the lesson, well you've done it then [laughs]

SM [laughs] He sounds great

P5 Oh he was amazing, so good so I was like OK well I'll do it

49.56

SM We're sort of moving on to the key people anyway so maybe this is a good time for you to tell me about how he helped you [Q10] your mentor sounds quite key

P5 He's so chilled out, like horizontal, like we met him beforehand, me and there were two other trainees in the Maths department and he was like, right, get into school – what time are you going to get in on the first day? And we said oh half eight, school starts at five to nine so we'll get in at half eight and he was like well I've got to get in early then haven't I? I've got to get up! And we were like what do you mean and he said I normally get in at ten to nine and then we went well we'll come in at ten to nine and he went no, no, no, no, come in at half past eight on the first day so we did and he was like don't come in that early again cos I can't get out of bed and we were like, for him to say that, you know, you're our mentor [laughs] and he was only like 26 though so he was only like 5 years older than me, so I got on with him quite well really and then he was just so laid back we were in the staffroom at my HS I used to leave 5 minutes before the end of break to set up my lesson so I got up 5 minutes before and said I'm going now and he said no you're not sit down, so I was like I've got to, got to go and set my lesson up and he was like no you haven't, and I was like but, I, I can't! He was like what's going to happen? You'll make them stand outside for an extra five minutes if that's what it takes, like, or they'll come in and he as like you're not paid enough to lose you break time, and, he did it in a fun way, he didn't resent being a teacher and he made me realise that you can turn up to lesson at the same time as the kids and they'll respond to it, you know, they're used to it at that school, and I got to have my half an hour breaks and I was like this is so nice and I wasn't in the classroom and literally got in the same time as them and sometimes they were really good they would wait outside the classroom without me being there, if I was after them they wouldn't follow me in, you know, I'd go in put my stick in the computer load the stuff up and then say come in kids, and that wasted five minutes and I know you shouldn't waste time but it didn't make

any difference and he made me realise that they are going to respond to you anyway like the kids, if you are in there five minutes earlier they're not going to respond any different if you're in at the same time as them, em and in any case they'll come in earlier and they'll ask you questions and you'll lose your break, you lose enough stuff at school anyway, you lose all your time after school and all your weekends anyway so why would you lose your break so he just kind of he was one of those people that made me realise you don't need to stress that much about it it's going to happen anyway

52.29

SM It sounds like he kept things in perspective

P5 Yes, and I really respect him for the way he was kind of, he knew what I needed and he did that. If I'd come in at five to nine every morning really chilled out he'd have been strict with me because he'd have been this isn't acceptable but because I was in there every morning like [quivering] oh my god he was like come, and he would be like, if I'd had a bad lesson he'd be like, go home and have a drink, and I was like, what? Go and have a drink. And I was like oh, this is what I need. I need someone like this so yeah so he was really important

53.06

SM Were there any other key people?

P5 Yeah well the other PGCE the other girl who was there with me she was fairly laid back and I lived with her as well, she was really important, and I didn't really know her, she was on my course, and I didn't really get on with her and now we're best friends and she would just be, cos on my first placement there would be a lot of tears and a lot of I don't know what I'm doing and what happened was I came out of my lesson on my CS she would go how was it and if I made a face that looked like I was going to cry she would go, there's a nice bird over there, look and distract me and I wouldn't cry so there was one lot of tears on complementary and it wasn't, it was just the way she did it, it was like, we're not going to cry, and it made me realise, you don't really have to cry about everything but that the pretty bird out the window is more important than my lesson and I lived with her as well so I wasn't going home on my own and getting upset, I was going home with her and it was oh let's have a gin and tonic and it was OK so she was really important as well and it's really good cos now we've come back to uni and we're going to different schools but we still text and stuff so it's quite nice em but yeah

52.28

SM So when I write down what helped here most shall I put 'gin and tonic' [laughing] or is that not-

P5 [laughing] yep that's fine, definitely it's like oh dear

SM What kinds of trainee do you think is valued at the CS?

P5 They value someone who uses their own initiative and can stand on their own two feet, I mean if I'd gone in there and couldn't do anything they would have supported me but they wasn't someone they can have a laugh with and someone that will respond to

them and just someone who doesn't ask stupid questions cos if I asked something and they'd be like well, that's a stupid question you know the answer to that and so they kind of, but luckily I'm quite with it and I think I know what I'm doing so I could deal with it and they appreciated it and me and the other PGCE were quite similar in our teaching strategies and way of going about things and I think they appreciated the fact that they could trust us so in the first week we had to show them that we could be trusted and then from then on they'd go, yeah you're good we'll leave you to it so yeah they appreciate that and someone that takes advice I think, cos we got better on the placement because we listened to what they said and we've appreciated what they were saying and valued it so

SM Did we do the advice thing?

P5 Yes we did

56.05

SM Looking back then, what helped you most? Have you got anything to add about it?

P5 I think I need that support network and the people who are at my school with me are definitely the ones, I need someone to say to me you know that was a really good lesson or you're doing really well, you know, you're, you're both the best PGCEs we've ever had here and things like that I just need that and I think that's, so the thing that helps me is constant, well not constant, praise when I've done a good thing jus someone who knows me

SM Encouragement?

P5 Yeah encouragement, they'd say come on, it's not that bad, and that really horrible Y8 lesson they'd be like, come on, you taught Year 8s to do, kind of, to do pie charts from a table, that's a Y9 skill for a bottom set Y8 that's really hard, you did that, well you tried to do that, so think like that, and they kind of made me see the positive and that's what helped me most, I couldn't do it by myself

SM So those other people around you, OK I'm going to finish off with the graph

57.16

SM [sets up Q12] BaT trajectory so far on course

P5 From Septmeber?

SM Yes from September to today

P5 So

SM So let me just, a series of ups and downs as you did earlier, so this is where you would have been before starting the course [indicating double negative area of the graph] and as you progress through the course your line will rise

P5 OK so ,yeah, I started off down here at the bottom and then I went in and I thought I was doing it but now after CS I realise I wasn't really doing it I was just being there, planning some lessons and plodding along so for the first, so if I, but I was getting better

[drawing & describing] so this is the end of PoT1, in December and then we came back to uni and we weren't really doing anything so then I went down again cos I wasn't doing any practice and then from PoT2 it was a really kind of steep, whatever, and I think, I honestly think I'm about here now, and this is about April, sorry time isn't a very good scale, but like I honestly think I don't need much more and I could teach cos in my lessons at CS my mentor wasn't in all the time and nothing went wrong and kids learnt something and did well in their assessments so I'm almost there, there's a few more tweaks and I'll be sorted, I reckon by the end of this practice I'll be up here, a proper teacher

SM That's what you're aiming for and so we'll repeat this again next time we meet and that will be in June so I think I'll just thank you for your- no, wait, wait, wait, there's this last little, nearly finished

1.00.18

SM What factors, two very different placements, two very different schools, rising lines, can you see any commonalities between what made that line rise for you? What made you become a teacher?

P5 The main thing was the encouragement, and being pushed to do it and the faith they had in me, those, both my mentors have seen something in me at the start that I couldn't see in myself and they were just like she can do this, she's just being silly, we'll let her do it so they had that faith and that made them encourage me cos I didn't have the faith in myself, I didn't think I could do it they had some confidence in me so I think that's probably what made it happen.

SM OK so I will stop the recording now.

Interview ends [01.01.08]

9 (i) Interview 3, Participant 5

Locations: 1. Meeting room 1; 2. Meeting room 2

SM Interview 3 with Participant 5, 20th June at 12.15pm. I'd like you to draw your experiences during PoT3 as a series of up and down movements on a graph

[P5 starts drawing; continues to draw the line as she talks]

SM so we can start to talk about any turning points you felt you had during this time.

P5 OK well I've got time along the bottom and I've put enjoyment along the top but that kind of means how happy I was and how well I was getting on rally but I didn't know how, what t call it, really

SM That's how well you were getting on

{with people or how well you were progressing?

P5 {how well, basically cos I like found

on PoT3 that if I was enjoying it and motivated and whatever, that meant that things were going better and everything got better and if I was there and not enjoying it like not very happy, then it was just not going very well so I guess well I think like my enjoyment of it is main, just like mainly how everything works mm

SM It affects everything?

P5 Yeah yeah

SM So up is more enjoyment?

P5 Yeah yeah

SM OK

P5 OK so when I went back I wasn't very happy, co ser I just hadn't got the job, at that school, so I was like I don't want to be here, I don't know what's going on and there weren't very many jobs out, cos it was just after Easter and like people hadn't put them on like TES or anything so I wasn't really very happy and I couldn't really be bothered and I was thinking what's the point in doing this if I'm not going to get a job at the end of it so I was just not really very happy so I was like, right down here [points to lowest part of the line on the graph, near the beginning] then er, two jobs came up online that I quite liked, one em was quite far away and the other one was the one I got in the end so I got a bit more happy cos I had these jobs coming up and I knew that if I didn't have any good experiences of PoT3 then I wouldn't have anything to talk about at interview so it kind of went up a bit

[referring to the line rising] cos I had something to aim for and everything was going alright so...and then, I didn't get one job, the first one but I didn't really mind because I wanted the second one so it still kind of, it went a bit down a bit because I was like oh why am I so like not getting these jobs? Like what's going on?

SM How many jobs had you not got through, it wasn't that many?

P5 I didn't get four so I got it at my fifth interview so it felt like loads at the time because, you know, everyone's like, you're going to get a job easy and no, didn't, so...em that was fine and then what happened was then I got my job that I've got now in about, it was week 4, the start of week 4, so [writes 'Week 4' on the graph] so I basically I got my job and I went into school and I was just like really really happy and everyone was really pleased cos then it was like I showed you, cos you didn't give me the job and I got a better one so I literally went right up like this [drawing steep incline]

SM Wow

P5 And it's kind of, cos I had this jobs I was like well I need, I really like it now cos I've got something to aim for kind of whatever, and then it kept going up and in the last week I just got really tired and you could see the end then so it just got kind of, it stayed up but kind of levelled off, it didn't keep going up like that

SM And that's just tiredness?

P5 Yeah I was absolutely exhausted and I was like I wanted to go to my job, I wanted to go to my new school, and actually go there rather than do any more kind of

SM You were ready?

P5 Oh yeah I needed to go and I was like what difference is it going to make? I've got a job and it was things like, they were saying you need to tick off your, cos I ticked off like all my Pass standards before I even started PoT3 and then on PoT2, bleurgh um on PoT3 I was like working to get all my other standards at like Good and Outstanding and I got all the Good ones and was working on Outstanding and then I got the job and I was like well I don't really need to try like, yeah, it doesn't really make any difference so I kind of like, I really enjoyed it but like I think I might have enjoyed it because I wasn't like worried about getting everything I was like oh I've got nothing to worry about now, I've passed, I've got a job, I've just got to get to the end yeah so yeah

SM So that's a sort of validation of you, external to the whole process

P5 Yeah, yeah, someone else believes in me, to give me a job, yeah but I did like, at the start off really bad and I was like I don't know how I'm going to get to the end and then really enjoyed it once I got a job

SM OK so the turning points were very job-related

P5 Yeah

SM Uhuh?

P5 Yeah

SM And that was a sort of big influence on the way you felt you were doing and how you were enjoying it

P5 Yeah [agreeing]

SM Was there any turning point in terms of your teaching?

P5 Em...

SM That you were aware of

P5 Yeah there was one, it's not on here [points at the graph] but I had a bottom set group and I went in and they couldn't do basic numeracy at all, they couldn't do anything

SM What year group were they?

P5 Year 8

SM Can you just tell me, actually now we've stopped, what classes you had?

P5 Oh I had a Year 7 top set, a Y8 bottom set and a Year 9 top set em and then I was in with Year 11 just supporting and Y13 supporting as well but I wasn't a teacher then

SM OK so the Y8s, you had a turning point with them

[5.12]

P5 Yeah

SM With their numeracy

P5 Yes well they really couldn't do anything and I was planning these really exciting lessons, well I think they're exciting, and they would have worked with lower than top sets but there wasn't enough support given, I wasn't planning appropriately and there wasn't enough support for their learning difficulties and social things they couldn't deal with em and whatever and I was like I don't know what I'm going to do with you guys I'm literally I'm I can't make it any more fun I can't do any more real life stuff, it is, whatever and I went to the class teacher and he just said they need kind of repetitive kind of stuff that they can do and your example on the board needs to be literally identical to the first example on the sheet and they need to be on the sheet and they need to write on the sheet and they need to just do it cos I em do quite a lot of my work on powerpoints and the children, they write from the powerpoints in their books to save paper and stuff and he was like they can't do that because they lose their place and I hadn't really thought about like I don't know cos I'd not really taught bottom set I'd not thought about it...then so I started doing these sheets with questions that were very similar and I went through the example on the board really slowly and if they didn't get it I did another one, and if they didn't get it I'd do another one and kept going and was really kind of patient and whatever and they were really just flying through it and they were like really really good and em and they got on really well and I got on really well with them and last lesson with them I thought I want to do something fun but I'm not really sure they can kind of cope with it so we did like this Maths Olympics game where I...

SM Was this one that you had prepared in your first practice and you didn't get a chance to use it in your second one?

P5 Oh no it's not that one

SM Oh OK

P5 [laughing] I just like the Olympics

SM [laughing]

P5 So yeah and it was basically I called it Maths Olympics and we had like, if you were coming first we had, after each round we kind of took their score and the first place sat at the first, and it went first second third [indicating with chopping motion and flat hand a movement away from body, indicating that the further from first place children's scores were the further away they sat from the front] whatever and they loved it and it was a really active lesson and I was they're not going to be able to cope with this but because we'd got that relationship from, they knew I knew how to teach them, oh and then I left and they were like oh Miss, we're going to miss you

SM Mmm

P5 And I was like oh! And it was just so lovely and like, I kind of, realised that planning appropriately really makes a difference and if you don't then it doesn't work and I'd never had that before because everyone had always gone kind of yeah I get it, yeah I can do that

SM So by the time you got to the Olympics lesson you had, you knew them well enough, you had a relationship with them, to judge that, it might be a risk but it was one you were, it was a calculated one

P5 Yeah

SM And you were prepared to take it because you knew a bit about them

P5 Yeah I knew about them and also, it thought it's my last lesson with you, if this goes completely wrong, doesn't matter because I'm not ever going to see you again ever so I was I was always like I might as well have a risk and enjoy it and the risk worked really so and I was like oh I could teach you again but so and it was nice cos that was a nice lesson to end yeah finish on

SM A nice ending. So that kind of thing, could that have happened at your CS? Where you sort of-

P5 Yeah and I think it probably did kind of happen at my CS with another class, I'm not really

SM Which one?

P5 Well I had Year 8s there as well and they were kind of middle, and really chatty and not great behaviour and they had to kind of sit and do a lesson in silence so I did kind of do that but that was that was kind of planning appropriately but for different reasons, it was for discipline rather than so I mean I do kind of like get to a point where if I'm out of my

comfort zone with a class and don't really know what I'm doing that's where my turning points come cos I get on fine with top sets and really well because I think it's because I've always been in the top set I've never had any experience like when I was at school I was always top set so I assume everyone else is the same and this year has taught me that they're not the same, it's very different

SM It's new experiences, and so with guidance from their class teacher – and was that your mentor?

P5 No it wasn't it was someone different and he was like one of the oldest members of staff and been there donkeys years and he's like respected and he's very old school he will literally give them thirty questions and they have to do them and it wasn't how I teach but it was how he teaches and they responded really well to it and I thought I'll use that in my and just kind of

[9.42]

SM In a sense it gives you licence, because somebody else is using that successfully

P5 Yeah

SM And shares that

P5 Yeah

SM Knowledge with you

P5 Yeah

[9.47]

SM OK, ok thinking of key moments in lessons on PoT3, em [Q2] were there any that were particularly significant to you or have we just covered it, I'm wondering?

P5 Yeah

SM We've just covered it...well no, it's about choices that you had

P5 Yeah, em

SM A moment where you had to make a decision

[10.08]

P5 Yeah right so I was teaching Y7 and um they were top set but they weren't quite you know mature enough, they weren't very mature, they were little Y7s it was quite nice and I thought, we were doing this lesson on averages and they'd done averages before in like the Spring term or the one before that they'd done it in a term and I was like OK they don't really need to do mean median and mode and range and all that kind of stuff, basics, so like I decided I would like make a treasure trail so I made these questions and I put them on the desks around the room and what happened was you had to go to the question, answer it and then find the answer around the room em...and it was basically looped cards but a treasure hunt so I set them all out and I was like OK you've got your books and you

can write the answers in the back of your books and em I got them all up and they all started wandering around and it was quite hot in the classroom anyway and they were just a bit kind of silly and em I was watching them and they were all kind of clumping together in one place and like I told them to start with the card that was on their table cos they were all sat on different tables so they shouldn't all be in the same place and I was like I don't..? And what they'd done was they'd picked the card from the table, went and found someone else that had that card and they were arguing over who had gone it so if the answer was 5 and someone else in the class had a card that said 5, they wanted to take that card from that person and get a collection so what was happening was like some people would have like four cards and you're not, they were supposed to leave them on the table

SM Yeah yeah

P5 So I was like God I don't know what I'm going to do so I was right Year 7 stop! You're going to have to stop and they were all sat down and said but that's what you told us to do and I'm pretty sure I didn't tell them to do that em and I was like do you know the rules now and I went through it again and told them all and was right we're going to have one more go and they [indistinct] and they were all still clumping together the same but they weren't taking the cards this time and it was really hot and they were all like looking really hot and really red and I was like open all the windows and the door and I was like don't know what to do so I sat them down and I said what's the matter? And they said Miss it's too hot to be up and about and I was like, yes, it is really, I don't like whatever so what we ended up doing was we ended up getting the mini whiteboards out and using the treasure trail questions on the mini whiteboards and I would read them out because I didn't have any back up like at all so we were reading the questions out and they wrote it on the whiteboard and held it up and it was a really kind of doesn't matter if you can't do it, it was just like, it was too it was last thing on a Wednesday and it was too hot and they weren't used to, it was that time in May when we had that really hot spell and it wasn't like, expected and they hadn't had it before and I was looking and I was thinking someone's going to be really ill in a minute or faint or something so I had to change it and thought I'd wing it for the last half because by the time we'd got all sorted we were about half way through the lesson and I was like [sighs] right we've got half an hour left to do this and I was going really slowly and I was like right, got [indistinct] right we're going to play Bingo and I was like I had no idea what to do I was just like right and that was kind of a lesson where I thought like I'd planned this it took me ages to make and laminate these cards and I thought what's going on and I thought I didn't make explain it properly or I should have put them up on the wall, blue-tacked them on the wall and what's hard is when it's not your classroom you can't get in there beforehand to do that and whereas so next year I would still use it but I would put them on the wall and I'd probably give them a sheet with like some circles where they could follow it round and make a trail but...I was like Oops! But that lesson I was like I can't leave them wandering around the classroom getting so hot and I was like there we go but yeah so

[13.51]

SM So what made you make that choice then?

P5 [laughs]

SM Was it just their

{physical well-being, their redness? [laughs]}

P5 {I was looking at

Their red, yeah there

Was this quite a little, stocky boy and he's quite with it and I was just looking at him and he was just literally like really really red-faced and almost like asleep and I was like...I don't know and then you look at the others and they were like Miss I don't feel very well, it's too hot and I've like I've got the windows wide open and, they've got windows on both sides of the mobile but there was no breeze, nothing was coming though and I've got the door open and I was like I can't do any more guys and I think it was them doing that then I had the door open and they couldn't be too noisy but they were all up and not doing anything and they were noisy and I didn't want to disturb anyone else so I thought I'm going just have to change it but I didn't like throw it away I just kind of...

SM Adapted?

P5 Adapted it but it wasn't as good as it could have been but we got through it and no one died and it was all fine

SM [laughing] You're the second person to have said that!

P5 [laughing]

SM Tends to keep things in perspective doesn't it?

P5 [laughing] Yeah

SM [laughs] How did the lesson go? Well nobody's dead.

P5 Yeah that's right yeah

[15.00]

SM Oh that's good. Well in that situation could that have happened in your CS then? Would you have been able to adapt to the circumstances of the students' needs?

P5 Yeah they probably would I mean I've had lessons at my Complementary that didn't quite go as well and I had to change them em but I don't think I would have tried such a practical lesson at CS cos I wasn't confident enough and I'd got confident and I was like oh yeah they can stand up and wander round for half an hour but I would never have done it because I wasn't like confident I was like I can't be sure whereas this lot I was like yeah I can control them cos, I can always try

SM Had you had any of these classes before?

P5 No I, well the Y7, what was difficult was that em when I had the interview for the job at the school and I'd taught that Y7 class for my interview lesson and they were all, like it was a really really good lesson and then when I went back for a term they thought I'd got the job so they thought I was a real teacher those Y7s because they assumed that I'd got their job and we just didn't like, the class teacher just said like 'Here's Miss P5' and was like there you go and that was like it and then when I went to leave at half term they were like,

oh, you're not staying Miss? Er Nope I'm going, bye! So they thought I had the job so they had a lot of confidence in me cos they thought well she obviously, but, I didn't get the job but I didn't tell them I didn't get it

SM So in a sense, you were responding to them

{to...

P5 {Yeah cos they're kind of...

SM I mean, not to their physical state but to the way they were treating you?

P5 Yeah well you kind of see what they're doing so it's quite nice

[16.36]

SM But making that decision is linked to your confidence

P5 Yeah definitely

SM OK is that because- sorry go on, you were going to say

P5 Oh just because I didn't have any confidence in like in PoT1 I would never have tried anything this different and PoT2 I was getting there but PoT3 I was like well if I don't do it now I'm never going to do it so yeah I just kind of thought well I got to the point where what was nice about PoT3 was because I didn't get the job I was almost like well I don't have to prove anything I don't I don't I'm not going to stay here so if I'm I mess it up completely it doesn't matter cos they I mean that wasn't the attitude I should have had, I should have had the attitude I'm going to go and show them what they're missing

SM Took some of the pressure of you?

P5 It was kind of like wow you know I was like well they didn't want me for a job so what what am I going to do as a trainee? They're not going to but it was alright so

SM OK that's interesting so confidence

P5 Yeah

SM Slightly sort of constrained by feeling you have to perform

P5 Yeah

{I think so yeah

SM {to an expected standard

Yeah this is becoming important em

[17.48]

SM Question 3, let me just see what you said

P5 [laughs]

SM In interview 2. This is what you said that you learned from your CS that you developed something there which was getting over the fear of being in front of the class, realising you were in charge and that you were allowed to make mistakes

P5 Yeah

SM They were all things that developed in CS.

P5 Mhm

SM Did you carry any of that back to your HS?

P5 Yeah mhm I think it was really funny cos I went back to my HS and I literally strolled in and said Hi, I'm going to teach you and my mentor was like, I don't, know what's happened to you at CS, you've suddenly got really confident and rally kind of whatever and he was like I I can't work out what's happened and I don't like I think it's just experience and confidence and because I moved to Xtown and moved away and that probably made a difference and um

SM So

P5 Yeah

SM this was personal

{experience

P5 {Yeah he

SM as well as the sort of clocking up the teaching hours

P5 Yeah yeah so I think I kind of changed as a person and I've got a lot kind of more, I wouldn't say I'm really confident and arrogant now but I've got a presence now. I can go into a classroom and they know I am their teacher and stuff and yeah my mentor was like I don't know what's happened but we're going to go with it and on the last day of term it was really lovely cos like we had a meeting and he was like I said oh I made it and he was you *did* make it and he said like cos I was worried at PoT1 because I cried *a lot* on PoT1 and I cried once on PoT3 and he was like, that's impressive and it was actually a worthwhile like the lesson was appalling like whatever but he was like on PoT1 P5, I just don't didn't know I was going to cope with you not cope with you I didn't know how you were going to cope with it and was like and then just look what happened and you know you did all those things and got a job and you know I'm going travelling in the summer and you wouldn't have done that last year and I was like no I wouldn't like I've just booked a flight and I'm going by myself and I wouldn't have ever done that before so the whole kind of standing in front of a class and that kind of presence I've definitely improved that this practice I think

[20.09]

SM And that's something that, do you think, cos your CS was, allowed you to experiment and gave you that sort of, almost took the pressure off of you

P5 Yeah it did do

SM {{[indistinct]} we'll see how it goes, it was try it, it's your idea, see how it goes we'll go with it and then talk about what's happened

P5 {yeah yeah yeah yeah I definite- yeah yeah

I definitely then used that it was quite funny cos I went back to my HS, used that approach and they were just oh, OK, right and they went with it because it was working for me and I think if it didn't work they would have said look, you're not doing it right but it worked and I was kind of confident and so they they were more than happy to let me experiment there

SM Did you play any music in the lessons?

P5 No

SM Aw, what a shame

P5 [laughing]

SM I thought that was a lovely thing

[20.59]

SM Moving on, OK to statements about schools, you remember these perhaps from the first two. Can you have a quick look through them and see if any describe your HS for me?

P5 Oh you see now it's going to change from the last one [laughs] em

SM Don't worry too much about the last time. It's from where you are now.

P5 From where I am now. Em... I think they have a lot of concentration on the high profile curriculum areas, they are very, they've em they're just having a new development plan and they've just made all the SMT deputy heads and it's all a bit kind of complicated, they're having a big restructuring and they're being right we need to sort out Maths and English and Science then they're the important things so I think that's clear kind of whatever em...they, use, well in my department they use performance data, they've got like a big spreadsheet and they use that a lot and what they do is, every term the school produces data collection and they submit, they have these big spreadsheets and have all their results and grades and things and they send them off to the parents and they've got a data manager who assesses all the things that are going on so

SM Someone employed to do that job?

P5 Yeah yeah

SM OK

P5 And yeah so they use a lot of performance data...um...and...and so I think also they also have kind of a results-focused classroom cos they all know exactly where they are and what they have to achieve and where they're going to go so I think they

SM The students do?

P5 The students do yeah cos every term they get this report that says well you're not doing as well as you could be doing

SM So 'termly' is that like every six/seven weeks or

P5 Yeah termly, every half term so

SM Six a year?

P5 Yeah

SM [exhales to indicate hard work]

P5 yeah so you can't slip up in one, you can't have a half term where you just chill out for a bit because there's a report going to parents at the end of it and I mean it's it's not like a written report they get one of those like every year but it's like just a bit of the homework, have they been good in class and

SM Tick box?

P5 Yeah yeah or like A,B,C. I'm not sure if it's

SM With a grade?

P5 Or a number whatever

SM Yeah. I know the kind. Not a summative

P5 No.

SM OK so they are sort of coming out on the determining side

P5 Yeah

SM Is that right and em how does that compare with your HS em wait a minute with your CS yeah

P5 Em...I think they are a lot more cos my CS was a lot more chilled out and the Head was there and yeah yeah so I think my HS is a lot more top down like the Senior Management team are there and they're a big presence and if anything happens you have to report to them and they'll be really good whereas my CS was more kind of well we're all a team and we're all the same so we're all going to work on it together so I think that's probably a quite a big difference that I noticed between those two actually

SM Mm where does that come from? Is that...

P5 Don't know

SM -from your Head of Department? From the mix of people you've got? From the Head of the school or..?

[24.43]

P5 If you get the, at complementary school you get this really weird sense when I walked in cos everybody kind of like is chilled out and they had this staffroom, everyone went to this staff room whereas at my HS there was a staffroom and it was shut for about three weeks cos there was something., there was like a flood or something and you couldn't even go in the staff room and like everyone had independent staffrooms so they didn't see each other anyway so

SM You mean in their departments?

P5 In their departments yeah so I think there was a lot more kind of...it was very segregated at my HS, very department based whereas at complementary it was like well, we all work at the same school so we might as well all get on together

SM OK so they were physically together more?

P5 Yeah

SM And do you think that had an impact on how things were?

P5 Yeah yeah cos people from other departments like you talk to them and you get their sense of things and you find out how so-and-so's getting on in their lessons and stuff like that and I think you learn, learn a lot like...that's one thing I didn't like about my HS I didn't like the department-based of it I didn't like the way it was we are the Maths Department and that's what we would do I liked the way it was like I don't know which is what when I went to my school I've got a job at they're very very like [makes approving noise] orientated and they've got a staffroom and it's all lovely and I think I realised that was quite important I think it's really important to get on with other departments use their experience of how to get on, with that, yeah

SM Mhm and that information sharing can be crucial sometimes

P5 Yeah

[25.13]

SM Em in terms of when you were at HS for the first practice, were there any differences that you were aware of when you went back the third time?

P5 What like about the school?

SM About the school.

P5 Em...I don't know, I think everyone just had got a bit more tired and everyone was a bit more snappier and that meant that when I cos when I was there on PoT1 it was second term and everyone was like raring to go and like this term was all exam based cos they have it like in Maths they have it in Y9, Y10, Y11, Y12 and Y13 all have exams so out of the seven years five of them are sitting exams in June so it was a bit more stressed and a bit more and all the time it was like examsexamsexamsexams and they were like marking past papers all the time and they didn't really it was all like what are we doing this for we're just doing it to pass the exam whereas in PoT1 it was kind of not like that and I kind of think it might be just the time of year, that's, you get that sense from school so if it's exam season and we're not thinking about exams there's something wrong

SM [laughs] True.

P5 I think, yeah think that's probably the only difference

SM OK em

[27.28]

SM Can we have a look through the cards

P5 Mhm

SM This is places and things in schools. Could you try could you choose one that seeks representative of your HS that you can then describe to me so that I can then imagine the sort of place it is.

P5 [leafing through cards] Yeah...

[27.58]

P5 If I pick the Head's Office just because.. I'm not sure I think that's where quite a lot of the decisions are made in her office. I'm not saying she sits there all day because she does a daily walk round of the school so she'll walk round every day and pop her head in and she'll just be like is everything OK and whatever em but she's got a very good presence in the school and you know she is she's important and the kids know that as well and so I think that she's the person that kind of drives the school and that's everything's reported to her and that's how it works and so I think her office is an important place because it's where decisions are made that affect what's happening

SM OK

P5 In the school

SM Did you ever go in?

P5 Er...no! I didn't ever go in actually cos all they have all their meetings in the conference room which is like next to her office so I didn't, I know where it is

SM But it's there to represent her as a sort of a key person in the school

P5 Yeah, yeah and like no-one no one goes in there apart from her

SM Mm

P5 Don't know, I should have gone in there and found out

SM You'd maybe have to wait for an invitation, was the door open could you like see in as you were walking past or was it inaccessible or?

P5 No it was like what is was, all the offices were at the back of the reception and if you had a meeting you would go like we had weekly meetings at the conference room so you could walk past it but it wasn't like you couldn't just pop your head in and say Hi! Well you you would have to go through her PA and whatever but because she wanders round the school every day if you have something to say then that

SM That would be when you would

P5 Yeah and because I saw her quite a bit and sort of had the interview there she then knew me and em she was keen to find out had I got a job so every time I saw her she was like oh have you got a job? And then when I got my job then next day about four members of staff I just remember there were about four of them were like You've got a job! And they were all senior management like word had obviously got back that I'd got the job and they maybe felt a bit guilty because they didn't

SM Mhm

P5 Give it to me so em yeah but her office is important yeah

[30.10]

SM So it's definitely it's driven

P5 Yeah

SM By her choices

P5 Yeah

SM A top-down kind of place?

P5 Yeah

SM OK interesting, em...OK...I think that's it, em [checking notes] I think that's, no it's not the one you chose for your first one

P5 No it's not the one I chose first time

{I think it was corridors

SM {you chose corridors

P5 Mhm

SM But you've...why do you think it wasn't corridors this time?

P5 I don't know...I think I had a different experience this time because I, because of the interview and stuff I got to know the Senior Leadership Team and I got to realise how it all kind of works and stuff and had a different interest because I was going in and had to find out a lot more out about the school to talk about at interview so I think like kind of that affected it and that wasn't a general kind of experience on the PGCE like not everyone has an interview and don't get it so I think it's just interesting

SM So you did a bit of research

P5 Yeah

SM And that gave you an insight into the sort of

P5 Yeah

SM Oh OK, interesting good good em

[31.23]

SM This is about fitting in with the school culture that you're placed in and I just wasn't you to reflect about how important it is for you to fit in with a school's culture first of all for your HS then you can move on to your CS if you'd like

P5 Right well I think on the PGCE we're quite moulded into the school because like we spend a lot of time working there and we've not really had any experience of working anywhere well I haven't had any experience of working in any other schools or anything else so like you work there and your mentor teaches you and your mentor's obviously got the job because they fit into the culture cos they've been there long enough so I think you kind of automatically get shaped into that kind of culture like however it works and whatever so yeah I think it's important to fit in and but and I think because you're kind of moulded into it you are going to fit in because they're not going to mould you in the wrong way they're not going to not fit in but yeah and I think it's really important and you do notice like I got on really well with the girls in the department and stuff and so I fitted in with the department really well em...and I think if hadn't had the personality that I've got then em it wouldn't work and people wouldn't have as much time for me or just wouldn't be able to have those informal chats and stuff and I think the pupils expect come to expect specially the older ones who've been there for years they expect a certain way of doing things and they kind of just, know...like how the lessons work and like what the personalities of teachers are going to be like and I think if you don't fit into that then they're just not going to respond and at the end of the day pupils is what you want and that's all that matters and I think that you have to fit...

SM It's a kind of strategic choice then?

P5 Yeah kind of yeah cos if you don't

SM If you're too different then you won't be able to work with the kids

P5 Yeah and there's no point being there if you can't work with kids cos they're not going to learn anything

SM Mhm OK

[33.29]

SM And what about at CS? Is that a similar set of, I'll let you, you'll make me yawn

P5 [laughs] sorry

SM I'm fighting it

P5 I shouldn't be allowed to go out [laughs]

SM [laughs]

P5 Em yeah I think you have to fit in...I don't know. Because CS was so chilled and so laid back like that rubbed off on you cos I went in I wasn't chilled at all and that did rub off

and they didn't kind of force you to anything so if you went in and said something they were like well we're not kind of doing it that way or they like if you went in and said I think I need to do this they'd say are you sure like we do it this way here and you have to kind of adapt to how it works really. So I think it is important to fit into a culture but I think my HS well mainly because that was the first place I went at the start of POT1 and I was made into what they wanted really and then went to my CS and chilled out a bit and had a nice time and came back but then you revert back and I didn't really I was chilled a bit and confident and um but you still do things their way I didn't do my music, I didn't just stroll in, I didn't sit in, I would go and set my lessons up I wouldn't sit in the staff room until the end till the bell it was the bell's going to go in 3 minutes I'd better go and set up and stuff so I do think it

SM And will that carry on when you've in your new job

P5 Em well...I don't know how that's going to happen cos I've got I'm sharing a class with the Head of Maths in my new job which is opposite my classroom and then there's a staffroom so I'm just going to have to go with it and see what happens but IO think I've got this job and I'm going to have to be, the school I've got this job at is um...is very em...I don't know...I think [indistinct] chilled yeah I think it's more like my HS than my CS and I think that's what i need really cos I think if I chilled out any more I would just be a bit silly and nothing would ever get done and I think it's very different when you've got your own classroom you know where everything is whereas when you're sharing a classroom you've got all your stuff's in the office and you've got to run across and get it all set up whereas when you're in your own room you're you get into a habit, you know you can leave the computer logged on you know you can do whatever so I think you know it would be a mix of both of them

[36.04]

SM OK em can you just reflect next about what it means to be a trainee and em a teacher firstly in your HS and then in your CS.

P5 OK yeah

SM Oh that might have been my phone tweeting – or was it yours?

P5 Oh yeah sorry yeah em

SM Going to check – so what it means to be a trainee in your HS

P5 OK yeah em well...at my HS trainees were quite looked after. We were very well supervised and quite babysat, well [as if to contradict] well yeah [agreeing with first statement] kind of baby sat yeah [laughs]

SM Guided?

P5 Guided yeah like you couldn't get away with [laughs] like if I'd have been doing a rubbish job they'd have told me and told me how to fix it but I wasn't so luckily that was alright, you know, but one of the other trainees there had that and they had to be sat and said alright you need to do it this way or you're not going to get through and em I think so I think trainees they're kind of, if they're not doing a good job then you are treated like a

trainee and like we're looking after you and maybe whatever but luckily I was doing a good job and they respected me for that and they let me get on with it and it was like well you know what you're doing so we're going to let you do that so I think I don't know it's a bit of kind of give and take like if you deserve to be treated like a if you work hard and do well if you think you should be treated like a teacher trainees *are* treated like a teacher and em

SM OK

P5 And the kids know that as well I think it's kind of like

SM There's a kind of earning...

P5 Yeah you have to show, you can't just kind of wander in and they tr- tr bleurgh well like you're the teacher and there's a bit of sussing out and you can see them going hmm like what's she going to be like

SM Mhm, so they're assessing what you're capable of

P5 Yeah

SM Before they decide whether or not to treat you like a teacher

P5 Yeah

SM And what does it mean to be a teacher at the HS then?

P5 Em...it's it's kind of, teachers have a lot of authority in the school and their way is treated as that that's the way to do it and that's how it all goes and, I think they are seen as figures of authority and I think it's quite good and they're very skilled, skilled teachers and there's a lot of chance to be able to develop and progress up the ranks and I think it's, theirs seems an important role and I think they are valued so

SM And what does it mean to be a trainee in your CS?

P5 Em, I liked being a trainee in my CS. There wasn't really that much pressure it was like kind of well, you know, you're a trainee there was a definite kind of you're a trainee you're allowed to make mistakes we all expect you to make mistakes and I think that that was exactly what I needed at that point in time there wasn't that much pressure at that point in time I think it it was there wasn't much pressure it was just like well see what happens

SM Mm you seemed to give me the impression that you CS mentor was very good at judging what was required

P5 Yeah

SM And made the right decision to support you at that time

P5 Yeah

SM OK and what does it mean to be a teacher, do you think, at the CS?

P5 Em they're...[sighs] I don't know, yeah they're important as well but they're not kind of there's not the same amount of pressure on them, I don't well I'm guessing there is but they deal with it in a different kind of way, they don't show the pressure they're under em and and the pupils respond but they expect a bit of kind of em [sighs] banter maybe, that's not the right word to use they want to get to know the teachers and they want to be able to have a chat with them and have a laugh with them

SM So less formal?

P5 Yeah it's kind of less formal yeah but then they get better results so I don't know how it works, they obviously work better that way and I think kids like knowing bits about you, you know so

[39.57]

SM Mhm Ok, the next question is about comparing your second placement, so Pot 3 with poT1, the two HS placements.

P5 Yeah

SM You've mentioned that the teachers were tired

P5 Yeah

SM Was there anything else that you noticed when

P5 Em

SM you walked back in

P5 Yeah, oh it was really weird cos I didn't get the job and that made a big impact on what happened because my first, first day when I went back because they knew what I had been like in PoT1 they thought I was going to be just hysterical and in tears because I didn't get the job, but I wasn't and I went in and my mentor sat me down and was like you know having a chat about why I didn't get the job and was I OK and I was like of course I'm like wh- I can't just not finish the PGCE that would be stupid and I can't just cry all the time because I didn't get a job and like there'll be other jobs and em so then he spoke to me and then the induc- the tut- like the professional tutor spoke to me and then the Head spoke to me and it was it was like what [sighs] it was like I think they thought, in fact, the first day back it was it felt like I had been away with illness or something and everyone was a bit like let's wrap me in cotton wool and let's not let anything bad happen to her

SM Ok

P5 Em and that kind of then they gave me really nice classes cos even though I had my bottom set Y8 they were a nice, once I got to, once I did it appropriately they were a nice set em so I'm there and they'd given me these nice classes these lovely classes and I think there was a bit of guilt, I think it was kind of we've not given her the job and she's going to have a strop

SM Mhm

P5 and so

[door opens and someone enters the room]

SM I'm just going to pause this yeah?

P5 Yeah

[41.47] Interview interrupted

[41.48] Interview resumes in Meeting room (different location)

SM Carry on, yeah good, em and we were talking about

P5 Yeah so the first week was a bit kind of weird and a bit sort of whatever I went through a phase and I was like I'm never going to get a job so what's the point of trying and I even had three days when I was going to go to [tropical island]. I was going to quit, I wasn't going to get the PGCE, go to [tropical island] for a year go travelling and then come back and, [laughs] my mentor's face when I told him was like right you're not going to get a job then? And I was like well no one wants me, I'm rubbish, I don't want a job and they were kind of they were really kind of positive and come on, you can get a job, if you, like if you want to go to [tropical island] if you haven't got a job in June you can go to [tropical island] but you can't just not, like

SM Don't book the tickets.

P5 Yes, and they were like keep looking and then the perfect job came up and they were like you see, I told you and I was like yeah but it was only when decided that I was going to go to [tropical island] and leave everything that the job came up like if I had, well it's all kind of a bit of fate really so er em

SM So those key people that were talking to you then,

P5 Yeah

[43.01]

SM What were they doing that helped?

P5 Um, well basically,

SM Can you describe that?

P5 My mentor, he knows me really well now and he was just kind of like look we're sorry we didn't give you the job but the other girl, had er, em exp- she had four years experience and she trained at that school four years ago so she was me in four years and they were like we were really impressed with your lesson and you had it after the lesson it was in the interview you didn't get it

SM Mhm

P5 And, then they were kind of going right you can get this job if it's right, if it's the right job you'll get it and em I got an interview at one in Bristol cos I, I'd decided that I

wasn't going to go to [tropical island], I was going to move out of home and move to Bristol cos you know that would solve all of my life problems

SM [laugh]

P5 Em and em I had a mock interview with the ac- my school cos they knew what I did wrong in my interview so they had this mock interview and we sorted all that out and then I went to the interview and they were all like go, but it is Bristol and if you don't want to move out don't, it's got to be the perfect school and I went to the interview and it was a lovely school but I didn't really like being in Bristol and I didn't get the job anyway so that was fine and then I got my interview for the next, so that was on the Friday and then it was the Tuesday for the one I got and they were all really positive and they were like come on you can get this job cos you really want this job and they could all tell that I really wanted it and they were kind of really yeah yeah you are going to get it and it's fine and, I got the job and before I, like I phoned my Dad to tell him that I'd got the job then I was going to go and see my mum but before I went to see my mum I phoned my mentor so, my mentor knew I got the job before my mum did and that kind of, like I know that- it's a bit of a, cos I was going to see my mum so I was driving so I could tell her cos I thought it was better to see her face-to-face, but I phoned him and it was like lunchtime and I was [high voice] Got the job and then like I got all these texts from the Maths department saying congratulations on getting the job em and they were all just really supportive and they were like you can do what you want to do but you need to be sure em

[45.00]

SM So there was this sort of practical element to it with the mock interview

P5 Yeah

SM And also sort of emotional

P5 Yeah, I think

SM Support, to just keep giving you the courage to keep trying

P5 Yeah and they were like you know, you can go to [tropical island] if you want, it'll be fine but

SM [laughs] I like the idea of [tropical island] as

{an alternative to Bristol [laughing]}

P5 {It was just, it was, honest,

I had a week, two weeks when I had a different life plan every day and everyone, everyone was going in saying like what are you doing? I don't know. I don't know what I'm doing with my life

SM Yeah then you found the job, you're in a state of flux, aren't you?

P5 Yeah

[45.31]

SM Em I'm going to move on to em the last few questions now and em, this is a kind of, this is a sort of er part of the thing I'm developing the idea of situated agency which is when teachers are operating they need to make decisions on a minute-by-minute basis in classrooms that are changing all the time, you know, and the decisions that you make accumulate to build up a bank of experiences that you draw from that then you imagine future experiences and affect future decisions so I'm interested in the elements of school context that influence the decisions that you make and the choices. So I would like you to just see if you've got anything to say about the elements of context, school context that you feel were influential to you being able to take decisions relating to teaching.

P5 Ok

SM By those decisions I mean really those things that you feel are important OK so so it might not be a decision about you know school uniform if you don't think school uniform is important, so something you felt was important, is there anything you can identify in your HS first, and then we'll talk about CS, that influenced you and context can be the physical environment, it can be the people in the environment including the children er and other members of staff there and it could also be the procedures and documents and all the things that make the school run as it does

P5 Ok so my HS I think is very top-down and prescribed and that's how you'll do it and so I think the context of that is that you will do *this* and if you don't then it's not going to work so I don't think that at my HS you can't really make many changes cos if you said to someone well this is a rubbish way to do this they'd say OK well we'll now have to report that to so-and-so then they'll report it there so what's the point, em... so at the HS

SM So a limited range- opportunities to make choices

P5 Yeah like you couldn't make choices about how the school was run or anything like that but you could make choices about what you did in your classroom and that's one of the main things I liked showing my personality through like practical lessons and things like that but I don't think I changed, I mean I might have taught them how to do something nice so they might have, I mean we made cocktails one lesson and they liked, and so I did that but I don't think I actually changed the way the school was, basically, I don't think I made, and I was never asked for my opinion or anything about what the school did and I think that's kind of a bit like, oh well we're trainees and we see loads of schools surely we're, we would be able to help but we were never kind of asked and I don't know so

SM And what about the CS?

P5 At CS I think we did kind of make, we were asked about things in department and there was an NQT there and she was kind of asking us about ways to do things and stuff and I think they really appreciated our our feedback and I think that was the general context of the school, everyone was allowed to say what they wanted to say and as long as it was justified then they could do it so it was a big difference

SM You were part of the process, were the teachers at your HS was their opinions ever sought?

P5 Em [sighs] they had to do these survey things, but I'm not sure, I think it was a bit of a token effort maybe there is the senior leadership team and they decide

SM So it wasn't a distinction made because you were a trainee

P5 No it

{was the way the school was

SM {it was the way the teaching staff were treated by one head

at the HS and by the head at the complementary school

P5 Yeah

SM OK so it was, I would describe that as the place of your professional opinion

P5 Yeah

SM in the decision-making process

P5 Mm yeah

SM OK, um

[49.40]

SM Here's a group of people who've been evaluating your progress this year: university tutors, mentors and staff colleagues at your two placement schools

P5 Mhm

SM Can you reflect on whether any of these were stronger than others and whether that changed during the year?

P5 Um...I think, the one...person that's properly been able to document and see how I've changed is my university tutor because he got to come to CS, well he interviewed me first, he interviewed me for getting on the PGCE, then he saw me through the first few weeks, then he came to see me at school and although he only saw me like once a term I think that progress that he can see makes a real big difference. And we saw him yesterday to say goodbye and stuff and he knows exactly what's happened to all of us this year and he knows kind of exactly how much we've changed and how well we've done really so I think he evaluates what I did like holistically from the top so he can see the bigger picture and what's happened whereas like my mentor he's known what's happened from PoT1 to PoT3, he's been able to see that and he's observed a few more lessons so, you, when you're getting observed you don't just, you do a nice lesson you don't do a boring one so then the class teachers are seeing what a difference you've made to their pupils and so they're seeing on a practical day-to-day level OK so what did they get today, what did they do and they pop their head round each lesson to see if everything's OK and if it's not they stop and so I think it's like, overall- in total my university tutor's assessed the whole thing

SM Mhm

P5 My mentors assessed well both mentors assessed how I got on in school and then the class teachers assessed my actual teaching and that's like what difference I've made

SM SO they're all there, but do any of them matter more in the PGCE year you've just had?

P5 Mm...see on a practical level my mentor is the one that's mattered the most because in both schools he's been the one that I've gone to and said oh look I don't know what I'm doing, I have no idea em but then I've also had the support on a personal level from the Uni tutor and he's been really good at sorting out like not just school stuff

SM Mhm

P5 but life stuff so he's been really important and I wouldn't be here where I am now if he hadn't been here

SM And his his judgements...about you, his evaluation of you rather, has that been on a personal level?

P5 Um...well no he's assessed my teaching ability as a, you know that's a professional but that's a

SM Teaching's as important to you as the personal support

P5 No not from him no he's been, no he wasn't, I think a lot of things happened this year and he's been really good yeah

SM OK so the QTS grid that's sort of subordinate to the other things he gave you that aren't on that?

P5 Yeah yeah cos I'm a qualified teacher now I've got that and I'll have that forever but I'm not going to be 22 and just about to go off on travelling and I wouldn't have done that without him like and at this point in my life that's more important like I've got my job and I love teaching and that's amazing and whatever but if I wasn't happy I wouldn't like there's no point in living if you're not going to be happy there's no point in having a job if you're not going to be happy outside the job adn he's taught me that

SM OK interesting that's clear OK I'm going to ask you to do the last thing now, It's another graph and it's about becoming a teacher so if you can, just take another piece of paper and on the y-axis if you just write BaT I'll know what you mean and time along the bottom and then I'm going to

[53.50]

SM ask you to draw the whole year as a series of ups and downs

P5 OK em

SM That reflects you becoming a teacher

P5 Yeah right so [laughs] when I started PoT1 I thought I'm quite good at this

SM Sorry, thought I got a text

P5 [laughs] So when I started PoT1 I was really naive I thought I've had loads of experience I'm quite clever I like kids so I'm already about here [indicating point about two

fifths up the y-axis] I'm already a teacher really it's not that hard and then [laughs] like I go in and I haven't got any confidence I don't know what I'm doing it's like, so you're there [indicates starting point then draws] and then you go down, quite a long way and you realise oh I am actually just a trainee

SM [laughs]

[54.32]

P5 Don't really know what's going on. So what happened on PoT1 was, don't really, I made progress but not like leaps and bounds I was still fairly unconfident and fairly not doing a lot and fairly reliant on my mentor so i kind of had like a quite a [draws] it was getting better, quite shallow,

SM Mhm

P5 And I wasn't, like at the end of PoT1 I wasn't- where I thought I started at I wasn't quite back and I thought OK right and then when I went to complementary it went [draws] proper...properly steep there and then I didn't get the job right back at my HS and then it went properly down and lost all, it went back to about here [drawing] lost all confidence thought what's the point, I'm going to go to [tropical island], right

SM Mhm

P5 And then I kind of I went quite steady for a bit, and then the *major* thing that's made me a teacher is getting my job that's what's really happened so I got my job here [writes] and it literally that rocketed my confidence cos like somebody else did it and I kind strolled along

SM So that's no job [points at first part of line] and that's job?

P5 Yeah [annotates graph]

SM OK can you look at this. This continuum is to help us gauge something called the locus of control. [explains]

[56.32]

SM Now looking at this graph and looking at this continuum can you tell me if there are any points this year where the locus of control took a significant shift?

P5 Yeah I think when I didn't get the job I realised that [sighs] I can't choose if I get this job [sighs] I, there's nothing I can like there's [sighs] I couldn't have worked any harder at that school [SM phone beep] em and I couldn't have, like I couldn't have proved myself any more and thought what's the point and I stupidly thought I've worked hard and everyone's really impressed, they're going to give me the job why wouldn't they give me the job? And then they went oh no, we're not going to give you the job and I realised, that, if if

SM So this is the shift towards

P5 Yeah

SM the external?

P5 Yeah shift towards external, so it was quite I was like yeah I can decide if I want, I I I thought going in to the job market I thought well if I don't like a school I'll decide that I don't want the job there it won't be, but then I realise that I I have no idea and so they it went from so

SM So shift towards the external and your line decreases, you felt less of a teacher?

P5 Yeah because I felt well they've decided I'm not good enough for the school and well, well obviously I'm not em

SM Mhm

P5 Em and then somebody having confidence in you which is still external, so this bit [pointing at graph post-job] is all external really and they had confidence in me and that's the reason really and that's the reason I now am where I am and now I realise I probably wanted that job more than I wanted the HS job and I went in with the attitude well I am getting that job really they weren't going to stop me getting this job, I had a stronger attitude and I as more kind of, I knew that I was going to interview and I had to be really like confident really like well I'm me why wouldn't you want me and like sell myself em so kind of I knew they had the decision but I knew I could influence their decision by being how I was

SM And more importantly, that seems to have, that, once they had validated that, this external locus of control came a long and the effect that it had on you was to increase your line here [points] and what I'm looking for is did that precipitate a shift back towards

{the internal, towards you, that this

P5 {Yeah yeah and now it's gone back to now I realise that yeah yeah

SM this is something I can do something in the classroom

P5 Yeah yeah so, it went back yeah and now it's probably now I know that it's my classroom

SM Mhm

P5 And I can do what I want

SM Mhm

P5 It'll be fine

SM OK, brilliant I'm going to stop recording now

[58.56]

9 (j) Interview 1 with Participant 8

25/1/12, 10.20

SM Q1 What brought you to study at X?

P8 Live locally, rates reputation of course for my subject.

SM Why teaching?

P8 back of mind for 6 years. Part-Time undergrad degree with Open Uni. Applied for PhD but not successful, dabbled with other things first then applied for PGCE last year.

SM Degree in Chemistry?

P8 Molecular Sciences, because of OU, not enough hours of practical to call it Chemistry. More theory-based, some at Master's level. Talked a bit about summer schools, enjoyable and sociable; explained about excellent on-line forums.

SM Explains structure of next 3 sections.

(05.04)

SM Q2 Draw a graph [explains]

P8 [Draws]

(07.06)

P8 Plateaus, goes up a bit, plateaus, goes up a bit, then dip round here when class really started pushing boundaries for example, then plateau-ed a bit then started going up. My y-axis was class engagement with the teacher, so how pupils would respond to me, would they engage with what I was teaching them, were they behaving, were they

misbehaving? Dip shows when class was behaving quite badly [points to moment just beyond half way along line], students starting to tire and pushed boundaries,

SM Generally steady incline though

P8 Best fit would show increase.

SM Where line changes direction, think of them as key moments where something changes.

(8.55)

SM Q3 Choose one of those key moments and explain what happened. One that seems significant to you in your development as a teacher.

P8 Round about here [marks with asterisk – just before half way] Had previously had bad lesson with the pupils, on topic without much practical so restless anyway. Practical were coming up but P8 felt not enough control to do the practicals with them. 1st 10 15 minutes here went off lesson plan and explained my expectations, said I had been angry and so were other teachers in the lesson, let them know disappointment, then set out her expectations, then allowed them to set expectation of me, after that things improved little bit as I worked towards meeting their expectations and they worked with mine; but, it worked for a little bit then they seemed to forget about it. About a week and a half.

SM What yeargroup?

P8 Y9, low ability class.

SM They'd been pushing boundaries so you went in and made those boundaries clear, was that an idea you had yourself?

P8 Had that idea myself, check OK with mentor. He said it was fine, and he had to do that with them every now and again, in his words give them a rollicking [laughing].

SM Your mentor's usual class?

P8 Yes

SM Those boundaries – where did they come from?

P8 What do you mean where did they come from? How did they come about? My expectations?

SM How did you choose what to tell them about your expectations?

P8 Had thought a while about my expectations, and knew that, going into a classroom, you have expectations whether you think you have or not. Also, after spending time observing other teachers, I could gauge roughly what level to set expectations. Also knowing the school behaviour policy helped P8 know what school expectations were. Kept them in line with school expectations and added a little of my own things in there too. So I kept them in a line, quietly, outside the classroom, part of the school rule, but usually it is stand in a line, I think quietly is part of the school rule, but not many teachers adhere to it. SO first few lessons they stood quietly in a line, one of the pupils accused me of treating

her as a child so P8 said she shouldn't behave like a child. Child didn't like that much [laughing].

SM So that experience, at the asterisk, shows after that 10-minute talking to, you felt they engaged more and led to an upward incline?

P8 Yes it improved.

SM So that worked, then?

P8 Yes, that rapport built in them. This class is one of the most challenging in the school – in terms of you can lose their engagement. Every teacher has said that's how it is with them.

SM Great that they gave them to you then, isn't it [laughing]. I'm really interested that you said you gave them a chance to feed into this and make it reciprocal, like a conversation or a dialogue.

P8 My mentor didn't like that bit, said I should just dictate. But I don't believe in that, believe empowerment leads to engagement, and wanted to give them some of that in their class, to an extent. But mentor disagreed. We'll have to just differ on that one.

SM Proved your point to an extent?

(15.23)

So you were guided in part by school's expectations and in part by your own beliefs of how things should be in classroom? Or of people generally?

P8 Yes, How it *should* be, expectations in school extending beyond classroom into workplace in later life. Some aren't written down, like schools rules, you just have to know them, also researching, reading on TES forums to get ideas, and reading behaviour for learning things helped me improve the behaviour management.

(17.03)

SM thinking about choices now, there were several moments when you had a range of choices to make, to get you to that improvement we've just spoken about, can you isolate one moment where you were aware you had a range of choices to make and why you chose as you did.

P8 Describes incident when one student physically hit another pupil and P8 thinks in hindsight should have probably sent her out. Relates the incident in terms of the mix of students in the class, and individual characteristics. Girl hits boy, boy found it funny and didn't seem annoyed. I raised voice extremely loudly and told her to sit down, while in her head I was thinking I should send her out. But shout and boy's reaction seemed enough, made me think that this time round I was going to leave it, as trying to send her out might antagonise the situation. Really had to weigh up whether to use school policy. Alone, no mentor to ask; technically didn't follow school policy but her action diffused the situation and led me to keep them separated in future classes.

SM Established when happened (towards end of week 4) looking back now, was it right?

P8 Probably yes, prob should have told mentor, didn't tell mentor, think handled it OK.

SM Making professional judgement about applying school policy – guidelines but judgement in when to apply – seems key moment in becoming a teacher. Did it have any effects on your practice?

(22.24)

P8 Made me aware of dynamics a lot more, only 20 pupils, 7 SEN or EAL, a third needing further support, the school is arranged so that they spend a lot of time with each other, and Y9s in that very emotional state; aware of atmosphere, gauging it as they came into class

SM More responsive to what's coming through the door?

P8 Yes.

SM Q4 Anything you didn't do but wanted to or did but didn't want.

(23.56)

P8 Wanted to do ICT lesson – at least one, but didn't know how to go about it and didn't pursue it, so it didn't happen. Now worked out process from other people. No observation of APP but had to do it (Assessing Pupil Progress). Thinks pupils probably all got lower grades than if their teacher had done it. Lots hadn't revised, felt the whole thing didn't work that well – not that she didn't want to do it but felt at that stage didn't really know how to go about it.

SM Sounds like you didn't feel guided enough at that point.

P8 I didn't feel supported by my mentor either. I asked for help and was given cursory explanation and told to get on with it. Afterwards I was told I should have done things differently and so I pointed out that getting advice after event wasn't ideal.

(26.35)

P8 That's how the place mostly was: you try it, I'll critically analyse you afterwards and then you learn, which isn't her style.

SM What would you prefer?

P8 Bit more guidance on how to do things. More ways of approaching things. So had a chance to implement things rather than thrown in at deep end. In next block in CS, will be expected to be more independent, but 1st placement you expect a bit more hand-holding but there wasn't any. Quite hard. Constant critical analysis rather than guidance beforehand and discussion of delivery techniques.

(27.48)

SM Did you enjoy placement on the whole?

P8 Yes, on the whole but the Y9 class I felt I didn't want to teach them ever again. Was difficult to get them to watch a video. Got on with most of the faculty staff and lots from rest of school.

(28.40)

SM Q5 What teacher fitted in well at HS?

P8 Difficult cos only observed 2 teachers.

SM Were you mostly in the department?

P8 Yes.

SM Faculty?

P8 A Science faculty.

SM An office which all the science teachers use?

P8 They have an office but don't normally use it, use staffroom instead or stay in their own classroom. Most have own classrooms, unless PT or have other responsibilities. Lab would be shared by a couple of members of staff.

SM Where were you at break?

P8 Break time Science teachers would all meet for coffee and food in Faculty office – bit of a trek to staffroom. Lunchtimes, staffroom, not all, cos some had duty.

SM From time in staffroom, glean encouraged traits?

P8 Teachers who are really bubbly seem to do well, good rapport with pupils. And those who are more innovative. You hear pupils say they don't like X cos they just write from book. Ones where the lesson was broken into chunks seemed to go down better. Happens with cover. Esp with Science.

SM Re-cap: HS values bubbly, innovative teachers who can establish good rapport with pupils?

P8 Yes.

SM Q6 How were you able to be?

(32.18)

P8 I was actually, generally, one of teachers I was working with encouraged me to find my own learning style, or teaching style and I was quite comfortable teaching her class

SM What year was that?

P8 That's a Y8 class and they were higher ability and then this Y9 class was were one of the real challenges because it was quite hard sometimes getting them to sit down and actually do work you know you couldn't have too much writing, they liked cutting and

sticking but then, they'd try and stab each other with scissors and throw glue around everywhere and em so it is all quite em trying to work out what my teaching style was but does it work for pupils as well, but, I felt supported in exploring new ideas and trying different things.

(33.37)

SM So you've got an understanding there in what you've just said that you can be you might think you'd be one kind of teacher but then you go into a classroom you might find you have to adapt according to the specific needs of the pupils in front of you.

P8 Yes yes, definitely, so, photocopying expenses are lot higher for lower ability than they are for higher ability [laughs]. Because the high ability ones you can just have a paragraph on the interactive whiteboard with words missing and then a word box at the bottom and get them to take it in turns to write the word up and then writing the whole paragraph in their book together, whereas the lower ability Y9 class you couldn't ask them to do that it would be too much so you'd have to give them a worksheet with the missing words on it that they could stick into their book and they'd write onto the worksheet and then just stick that in so em

(34.41)

SM What kind of teacher would you like to be?

P8 Well, fair, firm and fair. That I'd have clear expectations but I'd be fair with that. And also where lessons were on the whole fun, on the whole. Obviously they can't be fun all the time. Especially if it is a topic with not that much practical work involved it can be really dull but on the whole it would be nice if the pupils could say the lessons are quite good fun, we get to do this, it was quite interactive and yeah I got a lot from that and hm

(35.49)

SM Key people? Can you tell me how they helped you and what helped the most?

P8 Head of Faculty, whose class I was teaching, was very positive

(36.07)

P8 which was what I really needed cos I went in with quite low confidence. Even though generally I am quite a confident person, suddenly in this new situation I was like a little mouse, scary! She was so encouraging. And gave me really good feedback. Which didn't feel was critical, it was like, maybe you could try this. I was looking at some AFL techniques, and I'd observed a geography teacher doing something so I tried that and she thought it was brilliant so she said well you could try include more of those and here are some other ideas you could try and put it in the plenary of your lesson so em yeah,

(37.09)

she was just really encouraging and gave me a lot of praise even when I didn't ask for it so you know that for my personality and who I am that's exactly what I needed so em it was great and also the tutor I was working with, cos I was linked with a Y7 tutor group, she was absolutely fantastic, allowing me to have free reign on doing different things, started off

team tutoring, then moved on to have pretty much full responsibility for tutor group, although they that particular tutor group is particularly challenging as there is a lot of very serious misbehaviour, em which has now been dealt with at Deputy Head level, so that's been a bit of an insight but she took control of that cos I don't really have much experience of that kind of thing but she's talked me through it saying em this is what so and so has done now and this is what is happening and em now we're just waiting to hear and em

SM To keep you in the loop?

(38.27)

P8 And the same with the Head of House. Instead of a year system they do House and she's been she sort of keeps me in the loop on pastoral side of things which is helping me learn a bit about that pastoral side of things which is important for me as I want to be good teacher but I want to be a really good tutor as well, em approachable.

(38.57)

SM You felt included on the pastoral side as well as on the departmental side?

P8 Yes.

SM What kind of trainee is valued at that school?

(39.10)

P8 Pro-active. Someone who doesn't wait for mentor to tell them what to do, but is trying and asking questions, getting on with things. P8 had been asked to help set up the VFL for KS3 and ahs gone off to IT to create an account so when work starts she is ready to go.

SM Do you feel you were quite valued by them?

P8 I think so, yes.

(40.00)

SM [sets up laptop and explains photo exercise]

P8 [recognises one of the schools and ahs applied] think would eventually like to be in an independent school because there's a bit more free reign and not so bureaucratic.

(41.25)

P8 Woodland school

SM Explains a bit

P8 Like it, innovative, get some fresh air, use surroundings around you

SM AS a science teacher does that appeal?

P8 Yes – so much around you you can teach, esp at KS 1 and 2, not so much KS4, need to be in a lab. Great for pupils, engaging in their landscape around them, rather than abstract as in a lab.

SM Instantly relatable to the real world yes.

P8 HS like that [points to B+W block, 4 storey, 60s style, 60s state block contemp b+w] very concrete, lots of windows a nightmare for interactive whiteboard; in the end building doesn't matter so much, it's what the inside is like that counts

SM Is there an effect? Like the view?

P8 [LBTS] Looks like nice building but doesn't like fact of gates as barrier – like a prison; likes idea of teaching in white, bright and light building [futuristic exterior], open and spacious with space underneath, like not taking up much room. And protection from the rain. [Pim] definitely wouldn't work there, like an industrial plant that is noisy and smelly, like an inner city London school, feel sorry for the pupils there

SM Architecturally ground-breaking and controversial

P8 Not surprised, geometric angles, but not conducive to learning, no greenery, glorified matchbox, thinks green space and gardens have a really positive effect on people;

SM Reminds me of the bit under the Parade here

P8 Agrees, likes Watermark [modern rural exterior] lots of light here, thought about light in classrooms but notes overhang creates shadow in part of the day, architect has thought about the needs of the teachers and pupils, little trees planted, light, not cluttered, lots of space for pupils to move around in; interesting concept that one [fighting kids – 60s state modern design] well, there's a lot of light, and space as well, just not sure on that design, a bit odd, looks like it would be really hot in the summer; would work in school like that [Victorian] cos secondary school I went to had a block like that, even though draughty windows, there's something comforting about it, the parquet floor etc, almost like an old manor house with long walkways and places to hang students art work and things, heating doesn't always work but something about it – says even so she preferred that block when she was at school; Downside, reflects that green space is a focus, though this photo a bit misleading, gorgeous old building with heritage, school attached to monastery, love the architecture, again, old school but it works,

SM You like green spaces and attractive buildings

P8 Yes. True Xonian. Modern block in old school looks a bit odd [urban mod trad – Vaux type] – surprised it was allowed, looks like it has been transported like on Dr Who, this building planted in the middle [laughing]; that looks like a factory [1930s sec school] but it all depends on space, prefers one with space for the pupils cos it stops them feeling claustrophobic; and this [small town modernised, doctor's surgery-style], might be only bit of greenery in the school but cos you see it when you drive in it looks good, oxygen, greenery, life

(51.32)

P8 Like this [canal-side] cos it is just so jazzy, really funky, like to get on roof and absail down and pupils, cos it is so unique, I wonder what effect that will have on them; again, old school [abbey school], looks almost like Winchester, I like it, yeah, old schools, old buildings, that's just standard [hopscotch 60s comp] what a lot of schools look like really, quite like this one [kilts, modern semi rural] eco-friendly, lots of greenery, space and they've got shelter, thought about, as a teacher if you have to run between buildings when it is pouring down with rain...interesting [Highland] doesn't really work! [laughing] really nice place, with what looks like a factory plonked in the middle of it...

SM Weatherproof

P8 Tiles might blow off, though trees aren't bent, growing straight, looks like it is made to stand

(54.11)

SM Second last Q (9) [explains Hargreaves' statements ad exercise

P8 Personal success seen as contributions to learning, they really do celebrate pupils, there's a girl on the Olympic swimming team adn she's been massively supported with lessons being emailed over to her cos currently training in Australia, she's in her GCSE year...

SM GCSEs and the Olympics

P8 Yes. Exam board arrange for her to sit exam in whatever venue she is in

SM Amazed she's doing them both

P8 Probably putting a lot of hours in, personal success definitely celebrated and pushed. It's a performaing arts college as well, there's focus on doing well in the league tables but lots too on becoming a good citizen dn being the best you can be, which fits in with continuous learning as well. There'd be opps for bottom-up decision-mnaking, not always top-down. But also high profile use of performance data so when going through exam, how do we get this person up from borderline C/D? High emphasis on staff training for restuls improvement.

SM Stuff from both sides but slightly more

P8 Facilitative

(58.00)

SM Last question [explains cards and task]

P8 Assembly they have a lot of assemblies [laughing]

SM Tell me about them

P8 Runs through year assemblies, Catholic school – so assemblies related to that, Mass and others.

SM How managed?

P8 Not all school can fit in the hall at once so they have to swap over, three houses at a time.

SM And when in there, what space are they in?

P8 All seated, in tutor groups, and in houses. But variety in assemblies, not just one person waffling on; themed, e.g. 'travel' theme, suitcase with different things, and older pupils involved, interactive, Head Boy and Girl share stuff as well.

(1.01.19)

SM Looking forward to going back?

P8 Yes. Currently not teaching, observing same number of hours was teaching. Really helping to pitch different levels. Obs is really valuable.

1.02.27

Interview ends

Wednesday 18th April at 15.00

SM [Q1] Tell me about your childhood experience of secondary school.

P8 When U started secondary school I was average, very average pupil. When we started I was in a mixed tutor group which we stayed in for all our lessons throughout that year and then setted in Y8 for Maths and English then setted again in Y9 for Science then chose options in Y10 for GCSEs and again that was setted. Generally normal through school until halfway through Y10 when I changed schools, 200 miles apart, moved to a different school which wasn't a very good school and then I think the school had some preconceived ideas about me and so the teachers didn't even make an effort to try and build a relationship with me at all and then I, it didn't really work out where I was so I moved back but it took a month or so to get back in, everyone was saying it was closed it was closed and the previous head teacher wasn't responding to any phone calls I was making, my mum was out working so I was making the phone calls and it was only when the Educational Welfare Officer knocked on the door looking for my twin brother who was not attending cos he'd gone up to live somewhere else, realised that I was there, not in school, so once the EWO got involved, got a phone call two days later to go and see the Head to go back into the school

SM During Y10 year?

P8 Half way through Y10, moved back during the summer holidays and was away for about 6 weeks at the start of Y11. And my previous school where I as didn't send my coursework down so, I'd done six months of coursework and it didn't get sent, so I had to drop loads of subjects and try and ended up literally doing six or seven subjects just to get the coursework done

SM That's a shocker. Awful. Doing it twice. Doing it once is hard enough but doing it again when you know it is in the corner of somebody's classroom.

P8 Well it was frustrating but there was nothing I could do. It was either do this coursework or I'd fail.

SM So did you go on to the sixth form then?

P8 No. When I left school I didn't actually pass enough GCSEs at a good enough standard to go on to sixth form and was very unwell and so I was admitted into hospital from, I think it was the end of July, until the beginning of September and so I took the rest of the year off not doing anything, well I did start some work in May and soon realised [laughs] that this was not the route for me, that I wanted to go back to college, so I contacted my local sixth form college, cos where I grew up it was school and sixth form, rather than sixth form in school, so you went to a separate college, contacted them and said could I do GCSEs as a single package. They invited me up for interview and said, we don't normally allow this but as you seem so keen and are going to work hard at it, we'll are going to let you do it, but you need to take on another subject to make the minimum hours so I didn't have to pay, so I re-sat my GCSEs there, or took two Sciences and an English and my business studies course to make up my hours and then stayed on to do my A-levels then, So I started A-levels two years later than -originally planned.

SM -if things had gone smoothly, well gosh that's a very disrupted Key Stage 4 then, that had quite a knock-on effect, didn't it? Not the general, go to school in Y7, leave in Y13.

P8 no [laughs] no.

5.21

SM Well having been a pupil you are now on the other side of the desk, aren't you and you've just finished your second block practice and that's really what we're going to be talking about today and in the next section of the interview. I'm going to ask you to draw a graph. [Q2 set up]

P8 [marks y-axis as 'Behaviour Management: confidence in'] OK no downs, it just goes up.

SM Lovely, so talk me through it. What have you put on the y-axis?

P8 My confidence in behaviour management. So started off feeling not very confident just because when I went into the school there wasn't a booklet or a very clear defined protocol for a teacher to follow

SM Regarding behaviour management

P8 -there was the expectation

SM -no shared discipline policy

P8 Yes there wasn't any consistent approach so I thought oh how do I do this then? And it took me out of my comfort zone and also in my first week there I was mostly observing the pupils I was going to be teaching before taking the classes and I was given a couple of very, very challenging classes in terms of their behaviour and how to teach them as well cos they were very low ability classes and they had no, most of them, had no structure in their home life either and after half term they fight against the structure of when they come back into school so that first week after the holidays they are always very very disruptive er off the wall would be a slight understatement, of this class that I was going to have to teach

SM What year was that?

P8 Y10. B-tec. And it was double the size it should have been, they normally have it half the size so, [laughs]

SM How many kids int here?

P8 19, but for BTec they try to limit it to 10 and I remember turning round to the guy there and saying to him there is no way I'm going to teach this class [laughing] at which point he looked at me, shrugged his shoulders and smiled but then the following week when they were sat down doing their assignment I was able to go round and build a bit of a rapport with some of the ones who were a bit more challenging that I'd seen previously so actually got to have a conversation with them and help them with their work and get their folders up to date so that actually helped so when I took over teaching that class actually I did manage it. I saw the approach that the Head of Faculty took, which was very hard, it was just one warning and then they'd be out of the class, You don't ladder them as much as you would another class so yes so that

SM SO you followed his example

P8 Yeah that you had very low tolerance of them and you know you ask the TAs to support you and to encourage in positive ways, good behaviour. If a pupil is misbehaving is not behaving and I'm not seeing it then give them permission to step in and stop the row or sort the pens out or whatever it was

SM And that Y10 class, that was your mentor's class, or?

P8 No it was the Head of Faculty's class, I didn't have any of my mentor's classes in that school

11.19

SM Oh. Well I've got two questions then. Firstly – and the second one is related to this – but I want to find out the classes you were teaching. Can you tell me the year groups?

P8 Yeah I had Y7, a &8, a Y10, I supported in a Y10 GCSE class, I wasn't actually teaching them but was more of a support role there, I supported in a Y11 class and had a support role in a Y12 class.

SM OK. So the question is, the way the Head of Faculty was with those Y10s, that you adopted, did you roll that out across other classes?

P8 No. Because my other classes, the way I deliver positive behaviour for learning, you had to individualise it to each class which actually and in that school, because it didn't have 'this is how we do it' approach, meant that what works with one class didn't always work for another so my Y7 class I could just generally give them a warning and write their name on the board, or send them out, depending on the severity of what had happened; for my Y8 class, generally their names on the board was enough, occasionally sending them out but to try and actually focus on positive behaviour from them. They were a very, very weak ability class

SM The Y8s?

P8 Yes. So I focused more on praise and ignored some of the, took the tactic of ignoring some of the low level disruption. And that actually helped with them, they ended up responding better so if I wanted hands up rather than calling out, I'd praise the pupils who were putting their hand up and then the ones who were calling out would learn to stop calling out.

SM And I remember in your HS – oh wait, am I just about to ask you that? No, we'll talk about this, for the first couple of weeks...

14.19

SM is there a turning point that you want to talk about – that seems important to you?

P8 -I think the turning point seems to be when I actually started teaching these classes because at first when I looked at these classes I thought I don't know how I'm supposed to do this but actually when I got in there and started teaching them I found I actually could do it and when I started listening to feedback and suggestions from the teachers and on techniques that I could use then that's sort of helped as well, as I listened to different strategies and took them on board and saw them working then I think that's really when my confidence grew.

SM Can I slightly digress about advice since you brought it up –

15.19

SM When you get advice you have a choice, about whether to take it or to leave. As a PGCE student you get a lot of advice. What prompts *you* to take some advice and leave others?

P8 Usually I take most of the advice and usually it is because it is an experienced teacher who I respect and they're experienced. There was teacher, a cover teacher who came in to take a class I was teaching, who I felt slightly was trying to tread on my toes. He was trying to give me suggestions. I didn't really want to listen to him because in my head I was thinking he's just a cover teacher, even though he'd been working in the school for the last 30 years or something [laughing] I'd got quite settled with that class and for some reason that day I just didn't want to listen to feedback from him [laughing]

SM So it's something to do with trusting the people who are saying they've got your interests at heart?

P8 Yeah and who you've got good relationships with.

SM And were you able to establish good relationships with the people at your HS?

P8 Yeah, very well, in fact I was surprised at how well I seemed to fit in. Even some of the teachers who were students who had been on placement at the school previously, as their HS, had said, you might not get on well with so-and-so and so-and-so, you know, they're, like, strict teachers, and stuff like that but actually I got on fine with them, I had good banter, it's a school where banter happens, it's not very serious very often and it's all about banter but a very good environment to work in if you can do the banter, if you can't do the banter then it's probably not a very good environment to work in [laughs]

SM Sounds like it was good, positive and informal(?) relationships with the staff then?

P8 Yeah.

17.49

SM OK then, thinking of any key moments, then, oh wait a minute, I'm getting confused here. Before we move on to the next one, on taking advice then and applying that advice to the classes you worked with and then finding out that you actually could do something you thought you couldn't do, is that process something that couldn't have happened at your HS?

P8 Probably. And I did listen to advice at my HS, but on behaviour management they just stuck to this is how we do it here, and stayed with the school-wide principle of verbal warning, write the name up on the board then lunchtime detention and so on, and kind of saying well nip it in the bud and I was kind of saying well at what point do I stop it and it's learning. I think I can be too patient as a teacher and so I would let some things go initially which I've learnt I can't do, even with a very good class that their behaviour can deteriorate quite quickly if I allow that to happen, but I think my confidence was knocked quite a bit at my HS due to my relationship with my mentor so that's why the CS has helped cos I've had a good relationship with my mentor, rest of the staff actually seeing myself achieving the standards as I go along and just gaining confidence in myself has been the biggest key really.

SM And I remember a quite remarkable thing really that you told me last interview when you had gone into a Y9 class, possibly a Y8, and

20.14

SM with your expectations which I think the HoD gave you, oh, no it wasn't that, you gave them your expectations and then you listened to their expectations of you

P8 Yeah

SM And kind of negotiated a breathing space that allowed you to make some kind of headway, is that something you feel you could still do, or you feel is right to do or have you –changed that approach or?

P8 -I think so, well I'd still go and set my expectations. So what I did was with all my classes this time round was I made little cards, just pieces of paper with my name on ' Ms X;'s Expectations' and about four little points on there about respect each other, hand homework in on time and hand up if you want to ask or answer a question. And they stuck them in their books and then when they started not meeting my expectations I'd get them to look back in their books and tell me which expectation they were breaking and that seemed to work.

SM So very clear. And from the start?

P8 Yeah from the start.

SM Cos I think it was a couple of weeks in on your first placement, but it sounds like there was a bit of a dialogue there, it wasn't as if you were hard line *you broke an expectation there will be consequences*

P8 No. I'm all for empowering the students to realise what they've been doing wrong because you can always tell them and take the discipline route and have a knee-jerk reaction to it but they need to think about, it's kind of like the naughty step type thing, they need to think about what have they done wrong cos that's the only way they are going to learn to meet anyone's expectations whether it's in school at home or the workplace in future, it's being able to reflect on what should I have done differently.

SM Quite a long view there.

P8 [laughing] Sorry

SM [laughing] Don't, no need to apologise, that's fine

20.41

SM [Q3] Thinking about key moments on practice, I want you to think about a time where you had some choice about how to proceed in a lesson that perhaps, you got to a point where it wasn't necessarily clear what the next step was. I'd like you to describe that moment, and some of the choices you had in your mind about how you could proceed and how you chose to proceed and why you chose to proceed that way, if there's anything that springs to mind about choices.

P8 Yes well the main thing that springs to mind is I had a pupil who was self-harming in my lesson. It wasn't serious but the act of it was that it could lead this pupil to go on to something further and certainly needed to be stopped. She hadn't hurt herself in my lesson but I couldn't allow herself to carry on partaking in that behaviour. I was like, I don't know what to do!

SM What was she doing?

P8 She was using a pair of scissors and scratching her arm. So I went over to her and calmly, very calmly just took, leant over and took the scissors from her hand and then asked her to come outside and have a chat with me so didn't make a big deal of it, didn't make a fuss or anything like that and asked her to tell me what was going on and she burst into tears and started crying and I was like [laughs] oh! Now what? I don't know what to do next. Fortunately the teacher was still in the room so I left the student outside for a moment cos she was still very upset and got the teacher and explained to her what had happened and she took her to, the school has a kind of emotional support place so took her there so she could have space to calm down and have a chance to talk about what was going on and stuff and yeah and then I had to get on with the lesson in total shock it was quite hard really and then I had to keep an eye on her the rest of the time teaching her you know, it might just be a pair of scissors today but what if she decides when we've got the Bunsen burners out to just hold her arm over the top of it so my risk assessment had to be slightly different in that I just had to, not *not* do the practicals, but I just had to be more aware of her safety and the safety of other students as well cos it's not fair for them to see her acting out behaviours like that in front of them

SM And what stage was this? It was a lesson you were leading?

P8 It was a lesson I was leading so I had full responsibility for this lesson, the teacher was doing some paperwork on the computer so was, ear half there, but had no idea of this incident was going on just thought I was moving around the room

SM And what were the kids doing?

P8 They were doing a cut and stick exercise, all working on their own supposedly, just joining some phrases to their books and matching them to some pictures and sticking them in their books,

SM So as you were going around seeing how they were progressing with the task you noticed what she was doing?

P8 Well I saw from where I was standing what she was doing, the tables were arranged in sort of a loop, and saw from where I was underneath the table what she was doing.

SM So what options did you consider before acting?

P8 I thought could I ignore it, just leave and I decided no I couldn't, child protection issues starts taking play and I have responsibility to keep her safe and keep all the other children safe and it's kind of the other children, the other pupils in there if they'd seen her doing that you've got emotional issues there and you've got to deal with that and this class in particular have got some pupils who have got very low kind of emotional ages anyway

SM What year group was it?

P8 It was a Y8, it was my Y8 class, em, just some very very, em, weak very emotionally immature Y8s

27.46

SM And obviously as this was a school with no discipline policy there wouldn't be much for you to go on

P8 No. But, it wasn't a discipline issue really, you

SM Sorry I meant as representative of , if they didn't write down, like most schools have a behaviour policy but if they didn't have that then presumably there wouldn't be very much guidance about what to do in a very unusual situation like this, so you were

P8 Yes.

SM You mentioned child protection

P8 Yeah

SM So that's, stuff external to the school, that you were aware of, em being responsible for

P8 Yeah well obviously I've done child protection here [at uni] and I'm very aware of child protection issues anyway from previous work, working for charities so it's, child protection is sort of ingrained in me rather than I have to think about it

SM In the end though, you had a class to continue leading and that's why you chose to involve the class teacher and ?

P8 Yeah she wasn't able to continue the lesson. She needed space to calm down, it's very difficult, it's very rare as a PGCE student that you would see something like that but even as a qualified teacher, how would you respond? So I had a chat to the teacher after the lesson saying what would I do if it happened again if you were not in the room cos the stage of my teaching then was getting to the point where she was not always in the room, so she said you just send someone to ask someone to come over so she could be withdrawn out of the lesson, but quite discreetly.

SM So that gave you a pattern for a way to establish what, if it should happen again-

P8 Steep learning curve

SM And was she alright in subsequent lessons?

P8 Em she did it again in another lesson, she did it with a pair of, well she'd taken a pair of scissors with her to the toilet and it was really difficult cos these lessons were double periods so they were 100 minutes long so if they were asking to go to the toilet it was quite hard to make them wait. I'd usually make them wait but she kept pestering and pestering and pestering so in the end I said yeah, you sort of give up really but em it was another student who came up to me said she was sitting next to me and she's taken a pair of scissors, put them up her sleeve, I was like, oh no! [laughs] Not again.

SM What did you do then?

P8 The other teacher was just next door so I got a pupil to go and get her in and so I said to her look can you just go round to the girls' toilet she's gone in there with a pair of scissors. It was a nightmare, the girl, the pupil needed to be babysat but it's, it was really difficult because I felt I wasn't given enough information from the school on dealing with that and the school has, it's a very inclusive school and so they do attract a lot of students from a wide variety of backgrounds. It's

comprehensive in the most comprehensive sense basically, and they have students with lots of disabilities and stuff so, but you know, self-harm is, it's on the increase. Statistics say that 1 out of every 15 girls in the UK self harms but statistics are probably inaccurate, it's probably higher than that because not everyone will say they do and so as a teacher it's going to be something I'll be coming across a lot so I wanted to be able to make sure I could deal with it effectively in a lesson without disturbing a lesson but making sure I'm keeping the safety of the pupil in mind at all times

SM So did you become aware that the school knew that she had these tendencies but they hadn't passed that on to you?

P8 Yeah, they hadn't told me that information, there was no, IEP on this girl, and they hadn't told me she was having some behavioural issues at the moment and that's the sort of information, even as a PGCE student you need to know, you need to know every single pupil in your class whether you're just a trainee or not and I felt sometimes the school withheld important information like that which I got very frustrated with at one point and then I was like, there's only a few more weeks to go and then I'll be a qualified teacher, have my own class and then I'll know exactly, I'll know my students quite well, by October I'll probably know all of them really well so [laughing]

SM Roll on.

33.18

SM Difficult then, cos the next question is could that have happened at your HS? I suppose, let's talk about the thing you brought up about withholding information about the pupils that you were teaching. Would that have happened at your HS?

P8 It could have happened. You just don't know, because statistically there is no one category.

SM Did you have access to a Special Needs Register at either school?

P8 Yes I did have access to the Special Needs Register, IEPs, you know I could go up to the SEN-Co at my HS and just say could I have the IEP for so-and-so, they're just yeah that's OK I shall just email it across to you.

SM But she wasn't on anyway, is that what you said?

P8 Yeah, she didn't, there wasn't an IEP for her

SM So, you said it frustrated you, them withholding information from you, would that have happened at your HS? Or would you have been-?

P8 Initially it did but that was because I was on the All Staff- email

SM -email list

P8 Emailing list but once I requested that to go ahead that was fine because the emails were just sent to all teachers regarding a student so I generally knew what was happening

SM And were you on the mailing list at your CS?

P8 No. Tried several times, mentor just told me to go up to IT and ask, tried and it never happened.

SM Shouldn't happen should it? So, quite a difference there, why do you think the CS was so sort of protective?

P8 Not sure, not sure I would call it protective, for a school that uses modern technology, they've got a good virtual learning environment, they've, it is a large school but they've got a lot of technology, they've got a lot of money for resources, it's a school with special status in so many different areas so they've got all these extra funding available

SM What is the number on role?

P8 1600, so it's double the size of what I have been at but they have briefings, staff briefings every morning which I felt was a waste of time because a lot of information in those briefings wasn't relevant to every teacher but could have just been emailed over or em put onto the staff area of the virtual learning environment, they could have, they could put on the staff area of the VLE but because, I think where they had this daily staff briefing, people are sending emails as well, so you can't, people are sending emails as well, so you can't share everything in the briefing which would be things like just a reminder you won't have 16 pupils in your class today because they are doing this, so-and-so is on internal exclusion but some information is only passed by email and it's actually as a school what you could improve is the consistency of how you share information em and I think, it's good for the teachers to get together in the morning but they could just do it twice a week and save the teachers nearly an hour of time a week

SM And is that something that was in contrast to your HS, in how that information was shared?

P8 Yeah because the information about pupils is generally shared via email. It's really important if someone like a Head of House want to share information about a pupil it will go in briefing but generally it will just go in via email

38.00

SM OK. Thinking about those things that we've talked about, I'd like you to tell me about how any of them affected your practice as a teacher to the point where you think it has become part of the way you teach and is something you are going to take back to your HS and beyond.

P8 In terms of the incident I've talked about, it's given me more awareness, it's an issue I knew was around anyway, em I've come across people who have self-harmed in the past so it wasn't something that I wasn't too phased about, but it's made me realise that I want to be quite pastoral in my teaching and not just in my tutor group but be able to be pastoral in every class. Obviously you can't sort everyone but just show I'm caring and provide opportunities of people need to talk, to provide that opportunity. In terms of other things I've learnt at the CS I've really learnt how to differentiate work really, really well, like for my Y8s I've had to make two sometimes even three different worksheets for the class so that everyone could access it at the right level, so if stuff was too hard the lower ability ones couldn't access it, if it was too easy the higher ability ones had done it in five minutes so I had different worksheets, I only had to know which one had which worksheet, but that worked quite well and that's been something I'm looking forward to taking back is doing that

SM Are they mixed ability at KS3 in your HS? Trying to remember.

P8 Generally no but they are streamed from the October half term they're streamed so after term 2 they are all setted but within those you can still get three level ranges because they might be quite strong in one subject but in your subject they are quite weak, for example whereas someone else in that class is strong in that subject but weak in Maths

SM OK, so in terms of what aspects of your practice were developed at your CS, have you got anything to add to what you've just said about increasing awareness, focus on the pastoral, differentiation and the behaviour management stuff you talked about earlier?

P8 To be honest, my practice has improved generally from being in CS but those, the behaviour, differentiation, pastoral, are probably the key things.

SM And are they transferrable to your HS?

P8 Yeah. My HS is very different in terms of some of the pupils I encountered at my CS do not exist at my HS, my HS where it is a faith-based school, has a very smaller socio-economic background and they are generally from the higher socio-economic background than my CS which was actually anyone can come to this school whereas the HS there is obviously, you know, - er priorities

SM -some selection going on

P8 What the LEA says then what the schools says, you've got to have been baptised and so on

42.14

SM So we're going to speed up a little now [sets up Q6 – photos]

P8 That one [modern] kind of reminds me of my CS I don't think it is but CS was mainly two floors in most places and around a circular make-up which is what that curved bit reminds me of and there's a lot of modern bits mixed in and, what the rest of the question?

SM Any you'd like to teach in? Any remind you of your own school?

P8 My HS or where I went?

SM Where you went.

P8 Yes this one reminds me of my own school [Victorian]

SM Oh yes, I remember you talking about it, it was your favourite building

P8 Yes

SM I remember you talking about the parquet floors

P8 Yes that's right, in September just after the summer holidays when they'd just polished it, I love that smell. And windows that rattled.

SM Any that you're particularly drawn to think if I walked past that I'd probably send an application if there were vacancies.

P8 Probably one that looked like that [Victorian] and one that looked like this one [modern]. I don't know why but these buildings from the 60s, I just look at them and go urgh [shudders in distaste]. It just reminds me of asbestos.

SM Who knows what lies behind those polystyrene tiles.

P8 I know.

42.19

SM OK I'm going to give you a look at these statements now [sets up Q7, Hargreaves' statements]

P8 Hm. It's quite, my CS there's quite a bit from Determining

SM Oh it might help, so to put them in order of importance then, The ones that seem to stick out, tell me about the most important ones first, that might help us

P8 Em, I think priority to low-achieving pupils

SM IS that from the right hand side?

P8 Yeah it's in the Determining column, em emphasis on teaching compliance and consistency

SM Oh right, except with behaviour policy?

P8 Yeah.

SM What does that mean to you? emphasis on teaching compliance and consistency?

P8 [laughing] Em I don't know!

SM When you saw it, it sort of jumped out for a reason so did you think of an example, like a situation

P8 Em I think that even though their behaviour policy is not sort of there consistently, it's not really a school-based approach, each teacher can be fairly consistent when I spoke to them. And they are quite hot on behaviour so is a pupil is not following a teacher's instructions then they will go on internal exclusion for a day or half a day so if you ask them, one pupil who I asked to leave the room and on the third time when he still refused to go I said Are you refusing to obey a teacher's instructions and he said no miss and then got up and walked out the room because he knew at that point that if he didn't he would have to go on internal exclusion

SM Right, so that sounds like a bit of an acceptance, or reliance, on teachers' professional judgement in situations and if *they* decided that the system should be implemented then, there's none of this we've all got to try and follow the same and understand what all these steps mean. It's enough, so that at a certain level there was a system

P8 Yeah but I still couldn't probably tell you what it was even after six weeks.

SM Where did they send them? Pupils who disobeyed a teacher?

P8 The Base, pupil behavioural support base or something, it was just called The Base.

SM And what happened to them then?

P8 They have a kind of cubicle with three walls

SM With what?

P8 Three walls, a cubicle but without a door it's basically a room to just bung stuff in and they just sit, on their own all day, do any work that the teacher's been, set them when they should be in the particular lesson that day, the teacher sets them work and they just sit there and do that work

SM So isolation

P8 Isolation. They're not allowed to talk to any other pupils, not allowed to go out for break, obviously they have their break but they're not allowed out, they have their lunch in there-

SM -not allowed to socialise

P8 Not allowed to socialise not allowed to talk.

SM So nobody would want to go there.

P8 You'd *think* nobody would want to go there but one of my Y8s preferred being in there than being in the lesson. So I had to try and work at keeping him *in* the lesson no matter how bad he was behaving [sighs] that's really challenging when you've got a pupil who would rather be there, who's is trying to get out

SM Trying to get out rather than staying-

P8 Rather than staying in your lesson.

SM So what did you do?

P8 If he asked, I refused to let him go. If he asked to go to the toilet I refused cos if I let him go he would leave-

SM -wander off?

P8 Most of the time yes with scissors banging on the desk and with everyone else whingeing yes, um, there was quite a high emphasis on staff training em and certainly with y Faculty I noticed they were looking at performance data all the time and we had to do an APP [Assessing Pupil Progress] for everything which I thought was a bit odd rather than targeting say different topics it was a lot about

SM What do you mean, had to do it for everything? Do you mean everything you taught?

P8 No, every topic, you had to do it, rather than picking out key things

SM For KS3?

P8 In KS3 yeah.

SM Did you have to do one of them without knowing how to do it in your first placement?

P8 Yeah,

SM And the guy came out and said oh I wouldn't have done it like that [laughs] and you said maybe you should have told me how to do it before I went in then.

P8 Yeah.

SM So now you know how to do them.

P8 Yeah.

SM Similar format or..?

51.00

P8 Yeah, I mean I'm getting to the point where, as a teacher where very much question the way an APP would be and talk to the person who designs the APP, who is very often the second in command in the department, and to maybe suggest a different way of doing it and looking at the different skills we're trying to test and different targets we're trying to meet because what I found in my HS was that not enough effort was being put into them and so what I was finding was that the APP really was not suitably targeted for my group of pupils in that it was too, the language was too advanced, and you are trying to treat it like GCSE coursework, you don't give too much information away, I mean you can hint and stuff but em they weren't included, it wasn't inclusive a task for them. I'm getting more to think actually can my pupils access this and if not then we need to think about doing this a different way. And I feel more confident to be able to do that, offer different suggestions, even as a PGCE student, [laughs] I'll put some backs up when I go back I think [laughing] never mind.

SM I can't wait for the third interview [laughing]

52.18

SM So these seem to be coming out towards the determining side

P8 Determining, yeah

SM But, I'm sensing this, cos you said you were getting them on both sides, are there any more?

P8 Yes there's definitely personal success seen as contribution there, you know they did highlight personal successes em, em curriculum tailoring, yeah, it's up to each teacher to try and make the curriculum inclusive for their classes so they have their own SoWs but you might have to work out how you are going to teach it to your class

SM So are these shared SoWs or do you mean each teacher had their own SoW?

P8 They are shared SoWs in the department. It was really strange actually, cos they were using for Y7 the old AQA SoW but Y8 and Y9 using the new model, it was very odd, a bit, I found it very confusing at first but each school has a reason for doing things in certain ways

SM you'd like to think, but just, on, I kind of think that what you're saying, this is tending to be qualities under the Determining side but with an undercurrent of Facilitative within the Faculty?

P8 Yeah, I mean I didn't see much of the rest of the school, but, I unfortunately didn't talk to my Professional Tutor that much to know so much about it it's more about what I was seeing in my Faculty

SM Thinking back to your HS, then, you've got a comparison point now with your CS, then you described you HS as more Facilitative. Is that how it still feels no you've had your compara- your complementary school experience? Does your HS still seem Facilitative?

P8 Em. It's quite hard to say really, I know that in terms of, it depends which part of the school you look at, cos the Faculty is very Facilitative but if you're looking at the SMT it's very Determining.

SM For which school?

P8 For HS in that there is a lot of performance data, a lot of drive for league tables, for high-achievers, we're going to do it this way, we're going to do it that way, but that's em this is what we'd like as a school but actually individually you need to tailor your teaching to your pupils,. It does feel more prescriptive than my CS so I'd say my HS is looking a bit Determining- as well

SM And if you were imaging them on a ladder, which one would be further up on the Determining scale? Would you put one above the other in terms of being Determining? Think about the Faculties.

P8 I probably would put my HS above my CS actually, when you're trying to think in detail...I prefer the more Facilitative model anyway, that's cos I'm a very independent type of teacher I think.

56.40

SM [Sets up Q8 – cards]

P8 I think it's going to end up being the library but not as in very studious place, it is, but the library is really nice, quite a good size and the teachers could book up the library to have classes in there but at the same time the sixth formers can go and use the library while a class is in there just keep the noise down or a student who has a reduced timetable for whatever reason can go and work in there so you get a really good mix of students in the library at all times em and it's really good to see the sixth formers mixing or sitting next to the lower students lower down the school and a lesson going on but the word you haven't got in here is Clubs. The school has over 80 different clubs and that is one of the biggest things about the school and I was told when I got there right you need to choose a club to join while you're here and I thought [laughing] what?

58.48

SM So what did you join?

P8 The KS3 Science club cos I thought that would be the most beneficial for me to join to review and look at.

SM So what, cos presumably there's one for each subject but, what about the other 65 what are they?

P8 There's like the allotment club, Scalectrix, Chess, Warhammer then you've got

SM I don't even know what that is? It sounds like something you shouldn't encourage in a school!

P8 You know there's a shop called War Hammer selling little like models, for mock battles and the pupils bring them in in little cases, like hand painted models and stuff, of people, em, but extra-curricular activities is something very much encouraged, so sporty clubs, it's a very sporty school, and performing arts is pushed as well in fact all students are encouraged to try and go to at least one club

SM And is that an hour? After the bell goes?

P8 Yeah, it's an hour, three till four, some are during lunchtime but yeah, clubs is probably the biggest thing you'd notice about the school

SM Sounds it

P8 If I was there, as a pupil, I'd love it because there would be something I could have got involved with and done

SM Lovely,

P8 Equestrian club as well.

SM What was it called?

P8 Equestrian. If people have their own horses they can go to Equestrian club

SM For a minute I thought they were allowed to bring them into school [laughing]

P8 It wouldn't surprise me.

SM Fantastic. And did the staff generally get involved in one or more?

P8 Yes it was the staff running them.

SM Wow. It sounds almost like the 1970s [laughs]

1.00.54

SM In your first placement you chose to mention assemblies and you described all the assemblies that were going on there, hundreds of assemblies every week. What were the assemblies like in your CS?

P8 The assemblies are just year assemblies cos they don't have a space big enough to fit all the students into one place so there's assemblies every lunch, after every afternoon tutor period depending on which year group you are in so you would have one-

SM - One a week?

P8 -one a week yeah whereas my HS they would have one a week sometimes two a week, so if there's like Mass they'd have one and em there's always one on a Wednesday and then they might be called into a year one, every other week is a year assembly

SM How have they got time to do anything else? Well maybe they, the HS is doing assemblies while your CS is doing clubs.

P8 Well saying that, morning registration is 10 minutes so they might have every other week assembly during morning registration so the pupils are diverted straight to the hall, take a paper register, hand it through and put it on later em then they go in and it's a few minutes

SM In HS?

P8 Yes with someone who oversees the Y7s or something cos they don't actually have a Head of Year but someone who needs to get information to all the Y7s

SM So it's quite an efficient operation because they do it so often

P8 Yeah, The pupils know the expectations of where they line up cos there is a particular place where they have to line up and they know they have to line up in alphabetical order and they know they'll have their uniforms checked. I'm really good at checking uniforms. Like what is *that*? Is that a cravat? [laughing] when we're talking about their ties

SM Short and fat? [laughing]

P8 Yeah

SM Some schools go for the other end, the little skinny end you know? They play with the rules don't they?

P8 Oh yes.

01.13.11

SM Lovely well we'll move on to the last section now and you know we've covered elements of this already so it's just asking really if you've anything to add to this: [Q9] What kind of teacher fitted in well at your CS?

P8 Sorry say that again.

SM What kind of teacher fitted in well at your CS?

P8 One who was a team player definitely. The CS is, Yes you are a teacher when you are in the classroom you are often by yourself as a teacher most of the time but if you are a team player you can draw upon the strengths of the rest of your team for support and it is very much that dimension that goes on amongst the staffing groups.

SM And is that something that you observed across the Faculty or across the school?

P8 I observed it across the school.

01.04.20 [Q10]

SM And thinking of how you were able to *be* as a teacher on CS placement in terms of the kind of teacher you want to be, were you free to be the way you wanted to be?

P8 Yeah. I think I was a bit stiff as a teacher initially because I just didn't have any confidence. More confident than when I just rocked up to HS when I had not done any teaching before but I'm still not as confident as I am now but I've throughout my last block really a lot more and developed my teaching style I like to put things in context, make it fun, try and put a story behind what we're doing so it makes it a bit interesting rather than we are learning circuits today

01.05.19

SM And compared to the teacher you were at HS then is it a, is there any differences beyond the confidence?

P8 Well I think that with that more relaxed, a lot more relaxed as a teacher so

01.05.37

SM And thinking about key people on your placement, can you tell me how they helped you?

P8 Think it's I when I needed support or advice they were there and, you know, I wasn't afraid to ask for their help or ask for their support and their advice has been completely invaluable, rather than just saying right you need to do this, they've given me a lot of hows: how I can achieve something, how I can go about doing something which has been just what I needed really

SM And very practical you mean?

P8 Yeah, very, very practical. There was only one point where I needed some emotional support after, when a Head of Year was on the blower to me sort of having a go at me, but it's just because she's got quite a hard bark and I was tired and she shouldn't have been speaking to me she should have been speaking to the main teacher anyway because as a student teacher she shouldn't really have come directly to me and so after the phone call I burst into tears, [laughing] my mentor walked into the office at that point and went what has happened, so I explained it was like, look, I'm probably just being tired and over-emotional, it's fine but this is what happened, it's fine, but she was like no it's not fine she can't go around upsetting my PGCE student so she went off to have a word [laughing] and I got a verbal apology and then the next day I got an email apology. So, you know, my back was covered

SM So was that kind of support available to you through key people on your HS placement?

P8 Yeah it is, it looks slightly different, it's a smaller faculty, a smaller school, so you don't have as much of that banter that might happen but it's definitely there and

SM HS is smaller?

P8 HS is smaller yeah. It's definitely there I just have to ask for it.

01.08.03

SM What kind of trainee do you think is valued at your CS? What kind of qualities?

P8 One who wants to get involved, yeah who wants to get involved, one who is prepared to go the extra mile, to have a go, so I had a go at leading one of the KS3 Science clubs and had a go at a Primary Liaison session.

SM You said something similar about your HS. Is that right?

P8 Yeah.

SM They wanted someone who would get involved. You talked about setting up the Virtual Learning Area.

P8 Yeah that's right, I think what they like is someone they don't have to babysit, someone that will actually be proactive, going can I do that? The answer might be no but

01.08.53

SM What helped you most on this placement?

P8 Having weekly meetings with my mentor. So, that regular contact, regular checking, and seeing me ticking off standards each week.

SM OK. So she was ticking off standards for you?

P8 Yeah

SM You know, I haven't heard of anyone else not taking any of their mentor's classes so that contact must have been crucial

P8 Yeah I haven't had any of my mentor's classes

SM mm.

P8 In my CS, I have in my HS. I think that was cos she was more of a Biology specialist and I'm more Chemistry so completely different areas, so Y10 was a Double Science class so that was completely mixed but she actually put me with an NQT cos she thought that could actually be quite valuable, seeing this NQT teach in her first year and get some tips and stuff from her and seeing how she teaches as a very fresh teacher.

SM And was it?

P8 Yeah it was, she came up with some great AFL tips that I've stolen from her. I love the fact that teaching is one of the only professions where you can say I'm stealing that one [laughing].

SM Sharing? Stealing? Yeah. [laughing]

01.10.13

SM [sets up Q12 – BaT graph]

P8 [draws] A few sort of ups and downs.

SM Think about where the line rises and tell me what factors made the line rise?

P8 Do you want me to draw on the graph? [talking quietly while annotating] I realised I *could* teach a whole lesson

SM What does that say?

P8 Difficulty teaching a Y9 class.

SM And you overcame that difficulty? Which is what makes the line rise?

P8 yeah so I felt a bit knocked and then

SM So that was on your first block practice?

P8 First block practice [agreeing]

SM And that's the one where you went in with your expectations to them

P8 Yeah. [drawing] This is continued confidence and exploring teaching techniques, cos I was trying out a lot of different ways to do things so that was going up then I had a dip. This plateau is just because it's Xmas and I was just like, I'm dead.

SM I saw you not long after that.

P8 So this is CS where I just came on leaps and bounds and then I had an observation from my tutor who said exactly how I was feeling that actually I was coming on leaps and bounds and progressing really well and doing really well so

SM So you got outside confirmation from your university tutor?

P8 Yeah.

SM Someone else said that, as well, it was a major factor

P8 Well he's now putting a lot of pressure on me cos I've met all my standards for a teacher, I've passed my teaching practice on my second placement, I've got my grade three, in everything, and he's like OK I see there's a lot of potential in you so I want you to be aiming for some outstandings so we can say you are a good teacher with outstanding qualities, so I was like, oh, no pressure then

SM Can't you just leave and have the rest of the term off?

P8 [laughs] Well I know I am up for a challenge and while I've got the opportunity to make mistakes and going that didn't work very well, then I want to be able to use that

SM Wow. That's great. Fantastic. Well I'd just like to thank you for your time and I'm going to switch off the tape. Tape!

Interview Ends 01.15.36

9 (I) Interview 3, Participant 8

Meeting Room, 1WN 3.16

SM Participant 8, Interview 3, Wednesday 20th of June at 1.25pm. Em, I would like you to draw your experiences of PoT3 on a graph as a series of up and down movements OK and then we can talk about what happened at some of the turning points that you've identified

P8 [draws]

[1.17]

P8 Ok, there's not really too much up and down, a bit of up

SM Mm. There are some distinct moments

P8 Yeah

SM on that line where it changes direction em can you choose one and explain what happens at that

P8 Yeah

SM Turning point

P8 We- mm the y-axis actually I was really struggling to try and think about what to put because it's just felt, my third placement very much felt just plodding, along, em

SM Mhm, [reading labelling of y-axis] responsibility as a teacher

P8 Yes I put responsibility as a teacher so I er

[SM phone beeps]

P8 started off Y7, 8 & 9 em [annotating the line] responsibility with those classes that I'd taught previously

SM Oh OK

P8 And it was straight in, so the two days before it was yeah you're going to be teaching these classes, catch up with all the teachers, and em find out where they'd got to

SM Mhm

[2.12]

P8 And then observing a Y10 for about a week and then it was at this point that, I took on a Y10 class em very weak class and em and it was a GCSE as well so I hadn't taught GCSE at that point so it was quite a big steep, thing [indicates first upward rise in graph line] cos it was em very different to BTEC em BTEC doesn't really have structured SoWs you go through sort of, em a topic and make sure you've taught that topic and then they have assignments to do and it's very much more focused on the pace of the pupil whereas GCSE you've got the pressure of the next exam and the SoWs and breaking it down and making sure you've covered everything really so that was, quite a big, change in responsibility really

SM So this is like a big learning curve for you

P8 Yeah, so yeah I suppose with responsibility there's always that learning curve with it em I had a little bit of a dip here [indicates] again it was with the Y10 class, em I was struggling a little bit with their behaviour so, just for a couple of lessons that class teacher took them back to try and gain a bit of control and so I could observe techniques she used with that class

SM Mhm

P8 So em, and then I took them back again and they just sort of plodded along, em, but then the rest of the time and then here it was more em

SM There's a wee sort of, tiny step there

P8 Yeah it was more sort of an internal thing there in terms that I wasn't given any more responsibility I had responsibility for admin stuff as well but it was just that kind of realisation sort of in that final week that I've finished and actually I've passed and I'm a classroom teacher so it's more of a sort of internal thing really

SM The finishing tape was in sight

P8 Yeah [laughs]

SM Have you got a job to go to?

P8 Yeah

SM Have you? Congratulations. That's great. And when did you get that?

P8 Last week. So em curriculum focus week

SM OK, wow, brilliant how exciting starting in September?

P8 Yeah it's a maternity post so potentially only one year but as maternity goes unless the teacher has an area of responsibility might only come back for a few months to keep their maternity pay and then go like part time or not come back, you just never know

[5.19]

SM Right no em right so the turning points you're talking about here, this one [first upward turn of the line] it seems to have made an impact on you, something external not just to you but to the school as well which is the GCSE curriculum, you felt, more responsibility as a teacher because this was something that you had to guide these students towards is this right?

P8 Yeah definitely [some interference from mobile signals on recording] em like we just had started a new area em ready for a different exam so at the moment they're doing one of the modular GCSEs so it was one of the Physics modules that they were just starting and me not being a physics specialist

SM Mhm

P8 [laughs] and trying to work out how I was going to teach this very weak group em something that I wasn't very confident about

SM Mhm

P8 So it's a lot of em

SM How did you do it?

P8 handicaps to cope with, em TES, spoke to some colleagues em spoke to some other PGCE students on Facebook

SM OK

P8 And just got some hints and tips and just, used a lot of practicals that you would do, in Year 7 but they actually don't remember doing them em

SM Mhm

P8 And em modelling so actually doing dramas with electrons going round a circuit and things like that

[6.56]

SM Mhm and did you...em...did you have much licence over the way you were going to deliver the GCSE syllabus

{I mean were there schemes of work in place or..?

P8 {Em I was just told to

Go on to the AQA websites the examining board's and print them off myself and em it was er

SM But the exam boards had s-schemes of work, did they?

P8 Yeah

SM Oh right

P8 Yeah it was very very detailed scheme of work on there

SM I can imagine

P8 It had literally kind of, like a lesson which could be like two lessons of something and it would give you ideas on the practical and there was a teachers book as well so that could give you ideas on practical

SM Mhm

P8 And maybe how to teach something as well so yeah very detailed

SM So plenty to choose from and your job was to, selecting

SM {the em balancing it with other sources

P8 {yeah and also I didn't go in the order

That they, I changed the order that was given because the order em, was just looking at one thing and trying to build up almost too early so I wanted to build on the basics from KS3 that they knew with even building a circuit and the two types of circuit that they would use em before moving on to actually the GCSE type of stuff

{so

SM {Mhm so you

had to gauge the class that you had in front of you

P8 Yeah

SM And that was a new class though, for you?

P8 Yeah

SM And you hadn't taught them at all?

P8 No I hadn't taught them, all I'd done was some observation work with them

SM Mhm so that's quite big, quite a lot, new subject new class ...but that you felt this had a positive because up [on graph] it's good

P8 Yeah up is good yeah

SM So that was quite a task but you achieved it

P8 Yeah

SM Must have given you quite a bit of

P8 I think that by your last
{placement

SM {self-confidence

P8 to be honest you're, most students are kind of at that level where you could be thrown various different things at you and as long as it's within actually your capability even though it might stretch you you realise that you can do it so yeah initially it involved very long nights to get my head around it em I used quite a lot of mind-mapping to work out how exactly I might do something or just to throw ideas out so they're not all floating around in my head and then em I could start formulating ideas and ways and techniques and strategies to teach it so, it's just, I think the year there's been so many problems you've got to overcome in a year you've just by that point learnt different strategies it's just like what's the new problem how am I going to deal with this one

SM That's quite a useful transferrable skill to have, I think [laughs] give me a problem, give me some time, I'll sort the problem

[10.03]

SM Thinking about your CS, if you'd had a new class given to you with a new subject would you have gone about it in a similar way?

P8 Em, yeah probably actually I think so, not initially not in the first week or two but certainly by week 4 I'd because it was in my CS where I gained my confidence where I started believing and acting as if I was a teacher so I think that towards the end certainly it wouldn't have fazed me too much

SM OK [phone beeps] Oh sorry, this is probably, em...

[10.46]

SM Thinking about key moments now I'm going to move on to the next question em in lesson when, during the third practice when you had a choice of some- a way to go forward can you choose one which was felt particularly significant to you em and describe it to me

P8 So that's like within a lesson sort of thing?

SM Something happens, it's not a clear sort of choice a clear sort of well the next stage is obviously this, you you have a a branching of ways and you have to select a way to go forwards so it's during a lesson and something happened and it was your job to decide how to move things forward move thing on

P8 Yeah...em...yeah I had a class who, em, they said oh we've done this before we've done this before we did it last year and em it wasn't all of them but it was generally the very cool ones and I thought well you might have done it before but this is actually developing something you did last year further

SM What year group was that?

P8 It was the Y8 group we were doing it's kind of ecology stuff, habitat food chains and good webs so it's developing something they'd started in Y7 into a higher level

SM OK

P8 Em this year and am and I had to, em, there's part of me thinking OK if they are saying they've done it and they're comfortable with it then I could leave it but then I thought well actually I don't know how much they already do know and sometimes it's just worth getting them to do it again even and take the risk that they might be a little bit bored but em it was an opportunity where they were going to go outside so if they were a bit bored those who were bored could just sit down and like pick daisies or something it wouldn't be too much of a behaviour problem so I decided I was still going to go ahead with the activity but then extended those who felt they could do it already so I gave them, I had already had something up my sleeve for those once they'd completed the first activity to stretch them a bit further so it actually worked fine I could still stretch them and it was definitely the right decision to make rather than completely changing and moving on to something else cos I could have just given them some problems just to check but actually I I thought it was better to go back

SM They benefitted from the re-visiting do you think?

P8 Yeah it was a hot when we had that hot spell so it was hot they came in the boys had been running round all lunch time

SM Sweaty

P8 They were, like, they looked like they had just stepped out of a shower and, just behaving very strangely it was like...

SM Mhm and so...em, I'm just trying to separate, it wasn't so much a choice between taking them outside, it was a choice between going on with what you had planned cos, your rationale being that they could benefit from it, or changing what you'd planned in response to them, to their claims

P8 {laughs} Yeah

SM To a level of knowledge that you've no way of checking so in a situation like that where the children are telling you one thing and you've got a choice to make about whether to go with what they're telling you, in your CS would you have done the same thing?

P8 Em

SM Could you- it doesn't really work does it cos it's too specific...I suppose what the, what it boils down to is...would you be supported in your CS to take, to make a decision and and follow it like I suppose you were in your HS to do that

P8 Yeah I would have been, and, kind of support, yeah in my CS they would very much have supported me and said you used your initiative well and change that lesson or that worked well or didn't work well or yeah

SM Am I wrong about your HS then? Were they supportive of you or..?

P8 In my last placement I didn't really see any teachers unless I requested them to come in and do an observation so

SM Well in a sense that's a sort of tacit relay of support a relay, well a sort of indication of support for you

P8 Yeah it well it suggests they trusted me even with this very difficult class I'd had before well my mentor, it was my mentor's class he was very much hands off, and it was get on with it really

SM Is that the ones when on your first practice you went in and told them what your expectations were and listened to what their expectations were?

P8 Yeah yeah

SM I know them

P8 Hm?

SM I know them, well, I feel as if I know them a bit anyway em

[16.30]

SM In your last interview, this is about what you learnt on practice, you said that CS had taught you about behaviour management strategies and you felt your practice had generally improved. Is that something you carried forward into PoT3?

P8 Em to a certain extent, em I was a lot more confident in disciplining, at my HS they've actually got very clear guidelines and structure in their behaviour policy

SM Compared to HS? Er CS?

P8 Yeah so em so it's about, so I was a lot more confident in initiating that in fact the difficult class for the whole time pretty much just batted up against me questioned why they were given a lunchtime detention and I'd have to very clearly say you know the school rules you know how it works you say- you start talking you get a warning I gave you a warning, you carry on I give you a final warning you carry on you get a lunchtime detention and em I got to the point where I'm like I'm not justifying myself so I just said you know the school rules this detention still stands but every single time I would give one of them a detention later that day or the next day they'd come and find me in the office or in the staff room or walking in to school or walking out of school Miss why did you give me that detention la-la-la

SM Oh it's like a negotiation, except from their point of view not from yours

P8 Yeah it's like they're trying to get out of it

SM Is that something you're aware of them doing generally?

P8 Em some other teachers said they'd tried it on a bit with them but em I just remained firm

SM Mhm

P8 Em

SM So it's nothing to do with you being a trainee?

P8 I think it partly was because they knew at that point I was a trainee em I had in my last placement one of my boys I'd given him a lunchtime detention but fortunately as well in that lesson I'd also given him a house point but he's one of those ones where em

SM [coughs] Is a house point significant?

P8 Yeah it's kind of like a reward for answering a question right

SM It means something to the children?

P8 Yeah and they can choose to have them or not so they I would write it in their planners and I would like sign it and em, but, I had the feeling that I would have his parents on the phone because I'd given him this lunchtime detention he is one of those boys that goes running home to mum, and dad and says, half the truth and they're on the phone and they're on the phone quite a lot I had a few complaints from them about me on my first placement which my mentor had dealt with at that point em so I em actually took the call so I phoned the mum back and em I asked her to explain what had happened well she said oh did you give him a lunchtime detention and I said yes I did and she said well he doesn't think it's fair you know he says he did this and that and I said well he's only told you half the truth cos this is actually what happened I followed the school policy he knows the school policy he's trying to bat up against it and question my authority as a teacher and I said he also got a house point in that lesson but refused it and she was like oh – did he? Well he didn't tell me that and I think that because I'd used the behaviour policy so effectively in that situation he actually calmed straight down with me I don't know if his parents had a talking to him or his parents weren't going to, you know the phone call wasn't going to get him out of his lunchtime detention so all of a sudden he started behaving himself

SM So that communication between you and the parents

P8 Yeah

SM That sounds like that was quite effective

P8 Yeah cos he realised that he can't use his parents

SM He can't play you off against each other

P8 Yeah

SM Mmm, OK

P8 So

[20.58]

SM Thinking about schools, we're going to move on to the next section, will you have a look at these statements, you've seen them before and see if any of them apply to your HS from where you're sitting now...I mean from this point in time, not from that chair.

P8 [reading]

[21.52]

P8 Definitely Determining I think I might have said Facilitative at first, I can't remember, but it's definitely a determining school

SM Mhm is it?

P8 In almost every respect I mean there are some Facilitatives in there but...it's very much, after being there again and certainly with the GCSEs coming up and being at the Faculty meetings those sort of discussions, the pressure is on those pupils who are a C/D borderlines, you know we've got to get better results than we did last year even though they're well above national average and em, very ,much you follow the scheme of work em, yeah it's all about the data, performance data all about value added and stuff like that where I have a feeling that then school where I'm going to be working is more Facilitative because the focus is more on the pupil than the results and they're not worried about that C/D borderline group

[23.03]

SM In terms of comparing it to your CS then, is there any, is there a clear difference between them?

P8 Em...

SM Would any of those statements apply to your CS?

P8 ...yeah I think well I think my CS would fall more towards the Facilitative in terms of curriculum tailoring so you ver- they've got groups of very weak low ability pupils so they'd still follow the scheme of work em however the, learning would be in a complete different style,..with very low learning objectives and the volume of information to learning would be a lot less, em very slow paced learning em...

SM And in terms of following the schemes of work em from a teacher's point of view

P8 You still have to follow the scheme of work you know the school had a scheme of work you had to follow it in order so you'd do for your you were told which class was doing what so there wasn't too many classes wanting the same equipment in Science for example at the same time em...so you might do a Physics then a Biology then a Chemistry unit and you just have to follow that and em...yeah you you would have to follow the scheme of work...em...but there was some...there was some emphasis on more of the pupils sort of thing and using creativity within that

SM Mhm

P8 So you had that framework but how would you

SM So that's a bit more of the curriculum tailoring

P8 Yeah

SM element

P8 Yeah

SM Although you've got the curriculum there and you've got, it's organised for, em practical reasons in Science and you have got a little bit of flexibility within that to make it fit the kids in front of you

P8 Yeah

SM Whereas it sounds more content-focused in your HS

P8 Yeah I think because the HS is so much about results focused, so you you're wanting there's so much pressure about getting pupils up levels, and prime example we had Y7 parents evening last week em I was sitting alongside a class teacher for a Y7 top set class and em some of those are already ahead of their end of Key Stage 3 targets

SM Are they?

P8 The end of Year 9, two years early so they've we've had to increase their targets because they've been pushed so hard but they all enjoy it they all all of them said Love Science their parents are like they come home they love Science and you know they were really like didn't like it at school but they love the practicals and love doing stuff which is a really good thing but yeah.. I think the pupils are enjoying it but there is so much focus about squeezing so much into every 50 minutes to get

SM Quite exhausting for everyone involved

[26.48] Q5

SM Can we have a look at these cards? Em there's things that you do in school and places that there are in school. Can you choose one of that seems to be representative of your complementary sorry your HS and describe it for me so I can get a better idea of the place.

P8 [leafs through cards]

SM You added clubs to your CS one, you can add one if you like if the thing you think is representative isn't there.

P8 Yeah em...[continues leafing]

[27.56]

P8 [laughing]

SM No/

P8 Nothing's really like bouncing out at me, so I think I chose assembly first time but I don't think I chose assembly this time cos it didn't feel too bad

SM Oh that's interesting yeah...and it seemed like quite a significant activity

P8 I think Detentions cos because of the way they do detentions it's essentially it's a central system they have so teachers are rota-ed on to cover the lunchtime detentions or after-school detentions so you are not as a teacher responsible for your own detentions and as a result of that detentions are probably given a lot more I'd say than in other schools because there's not that risk

of I'm going to lose my lunchbreak cos if you are rota-ed on you're rota-ed on and that also means that teacher's given the freedom to give them out so it's not uncommon for 30 students a day to be given a lunchtime detention, 8 students afternoons average but I'm just not sure how effective they are

SM What ,makes you say that?

P8 Em some students it's almost like a badge of honour oh I got another detention again you hear, oh I got another C2 and the lunchtime detentions are in complete silence but there's no opportunities for that reflection that they might need em it would be done often by tutors so in registration in the morning it would come up on their regis- on the register that they had the student was having a detention that day and you'd question them and the ones that got them all the time were like oh I don't know and then so you go and look on the system and they say oh I don't remember getting that one or then they argue about it and then you have to send them off to the Head of Behaviour Support to go and question it with them or the teacher em

SM What's CT?

P8 C2 is is

SM C2?

P8 Consequence Level 2 em which represent the lunchtime detention so it goes up in consequences

SM What does it go up to?

P8 C5 would be external exclusion but that's very rare so em you've got a quick verbal warning in a lesson or corridor or something then C1 that's Consequence 1 would be a final warning, then consequence 2 lunchtime detention, a C3 is after school em so that's em so two consecutive times forgetting homework in a lesson a C3 would be used when a pupil has got to a C2 and they still aren't behaving themselves or responding or working or whatever it is that they should be doing or not doing and that would mean that they would be sent to the isolation room directly from lesson and that would then be followed up by an after school detention

SM It's very clearly defined

P8 Yup. And then C4 would be internal; exclusion which could be half a day or a whole day

SM And what's the isolation room?

P8 It's a small room which can sit about 15 students at any one time. Always manned by a member of staff from behaviour support or a teacher so one of the teachers' frees or untimetabled thing would be a timetabled slot in the isolation room but obviously doesn't cover their PPA time and and em em but the behaviour support office is right next door as well so em you can literally just send a student out go get out of my class go to Isolation

[32.10]

SM Ok and that's a sort of one lesson or remainder of the lesson kind of thing then they're back into the stream

{[indistinct]}

P8 {Yeah until the

end of the lesson and then they go back

SM OK so not as high level as internal exclusion then

P8 No.

SM OK

P8 Internal exclusion would be very serious

SM OK

[32.29]

SM So how does that em...compare, hmm...difficult, were you aware of a detention system at your CS?

P8 Yeah em you, as a teacher in CS you were responsible for giving your own detentions and would have to do them so sometimes if you wanted, you if you had the student at break, if you knew they weren't going to stand come at lunch er you would maybe tell them to stand outside the office at break time and maybe check on them every couple of minutes so you could have your cup of tea [laughs]

SM Yeah

[33.05]

P8 But em lunchtimes I remember telling some students to come at lunchtime they didn't turn up and so I had them just before lunch at the next lesson and so I made them stay behind. They kicked off. I only kept them for 20 minutes and they argued you can't keep us for 20 minutes, yes I can

{[laughing]}

SM {[indistinct]}

P8 and I made them sit made them sit in silence but there'd be other strategies I'd use, get them to do some marking, get them to do their own homework get them to write a letter of apology and well just sitting in silence isn't always, that helpful unless they are trying to argue with you cos I want them to learn the consequences of their actions so it being discipline and discipline is about em reflecting on behaviour and stuff like that

SM Yeah cos you want them to go away and not repeat cos you've covered that in both the last previous interviews, it's about that sort of learning... a sort of social learning as well as an academic

P8 It's really important skill to have and I think so many schools and teachers see discipline and get it confused with punishment am and also or they advocate punishment and punishment is proven by many studies that actually it has no long term effect on on whoever you are punishing it

causes it can cause some psychological damage it can cause some short term change but it's not a long term thing so

[34.46]

SM OK em the next question is em about fitting in with school culture and about how important it is has been for you this year to fit in with the HS first of all and then move on to reflect about how important it was to fit in with the CS

P8 Em I think it is really important cos you need as a teacher you need that network em of those of your colleagues around you and you need to feel that you're supported by them even as an experienced teacher em you can have ups and downs and that is really important and even having a bit of social time with them just to let your hair down or kind of breathe that breathing space is kind of really important

SM Mhm so that's the same at both schools then obviously cos you need that network

P8 Yeah

SM Equally at both

P8 Yeah

SM So em...thinking about the two school then em and what it means to be a trainee there and what it means to be a teacher there, what have you got to tell me about that at your first of all at your HS and then at your CS

P8 As a trainee in my HS em...I think in my last placement so the placement I've just had I didn't feel so much of a trainee I think cos the beauty of the structure of the way the placements are done here is that you establish relationships quite early on with people so even though you disappear for a few weeks in to another placement then you're back and they you can be welcomed back by staff from across the school and em and it's almost like you've shifted and they can see that shift and they treat you like a teacher so in some respect I didn't feel in terms of the culture of the school like a trainee so much em just because I knew where things were I knew where to access information I was very independent but in some respects I *did* feel very much like a trainee em so if em there was an incident with no- one of the girls in my tutor group for example and that information wasn't always shared with me it was only shared with the actual tutor

SM This was at HS?

P8 Yeah and so I was like well...I've worked in very confidential situation before, I've worked in the NHS I know how to deal with confidential information but you're preventing me learning how to deal with very difficult circumstances as a trainee which I need I mean I might get these next year

SM That was an issue at your HS as well, I remember you trying to get on the all staff email

P8 Yeah

SM Mhm

{but that's an

P8 {it's just a

SM important thing about being kept as a separate entity from 'a teacher' cos you're out of that sort of loop of information

P8 Yeah there's certain areas within the school where you very much feel like a trainee where information is withheld and stuff and I'm like well I'm [says age] I'm a mature PGCE student I haven't just rocked up but whether I had just rocked up through the system it doesn't really matter, you need to treat me in all intents and purposes as a class teacher but needing support in certain situations and I think there's t- there's a bit too much of a culture that we don't need to disclose that information and I think there needs to be a bit of a shift in trusting PGCE students and if a student ended up breaking a confidentiality then obviously that can be dealt with

[39.04]

P8 But em you know when we go into the school we follow the school's behaviour policies in terms of their confidentiality their, all their different policies so why treat us, it almost felt we were treated like a cleaner sort of thing nothing against cleaners but it's just like actually we work with that student we need to know that information

SM Do you mean you were working outside the operating system of the teaching staff?

P8 Yeah yeah

SM In that respect, so being a teacher then does that mean being within that loop and fully participating...

{in the systems

P8 {I would expect

To be I mean obviously there's some students you don't have contact with you don't need to know information about certain students but the students who are say in your tutor group or you teach em and there's information about them sometimes you don't need to know all the details so it could be that a student's having quite a lot of difficulties at home and instructions are just be lenient on homework don't give her detentions if she can't get her homework in on time she's exhausted because she's actually being a carer at home you know very simple information like that, you know where you then stand as a teacher, you don't need to know all the ins and outs going on just em, just enough to know

SM What impacts on the decisions you're

P8 Yeah

SM Making about them

P8 Yeah cos you don't know sometimes you don't know if a child is putting on the waterworks because they're putting on the waterworks or actually because they really are struggling and they need you to back off

SM Yes. At the CS would you say there's similar issues then

P8 Yeah

SM about how what it means to be a trainee and what it means to be a teacher there?

P8 Yeah [sighs] it's just that, it's strange, in all other respects I felt like I was a teacher but when there's whisperings and I'll tell you that later and it's quite clear that they're not wanting to discuss something in front of you but actually you need that information

SM So it's a sort of form of exclusion isn't it?

P8 ...Yeah I suppose so yeah

SM Em excluding you from participating in that professional

P8 Yeah

SM Group

[41.33]

P8 I just hope that I've learnt enough and I remember these sorts of things in the future if I'm working with PGCE students

SM Oh you will, I'm sure cos it will feel very significant to you having had that experience yourself...em

[41.53]

SM OK we're going to compare this, PoT3, with PoT1, so both visits to the HS, em, you went back you re-entered the HS and went back through the door er for the third practice. Was there anything different? Did you notice anything different?

P8 ...Em the difference mainly being was that...when you go for your first practice of teaching and we had our serial with them as well so we had two days a week almost from the start, em and so...you're sort of weaned in gently sort of thing whereas you come back for your practice of teaching 3 [laughs] two days before it starts, OK here's your timetable, you're going to be sticking to the same timetable, we're going to be doing this you're going to be teaching this group this group this group so you need to in these two days catch the teachers find out where they're got up to

SM Right

P8 Work out at what point you're going to take over em like and take that responsibility for that class and em and off you go I already knew where resources and everything was, I had log-ins for computers

SM OK

P8 So that was it it was right here's the information [laughs] and see you later!

{sort of thing

SM {slot me in and set me off again

P8 You know it was good cos that's how it's going to be

SM Mhm

P8 When I start my teaching job pretty much so em yeah

SM So a familiarity there and also some practical stuff you know like not having the right password it can drag on and just make life very difficult can't it, so there's a convenience element there so you could focus on the job

P8 Yeah

SM Rather than
{getting IT

P8 {It was

SM on the phone [laughs]

P8 very much, it was very much being able to consolidate actually everything I'd already learnt and also I had the confidence to speak to my mentor and say well by the end of this placement I would like to have achieved some Outstanding criteria I want to be mainly Good but with some Outstandings in there and em it would be good if we could try and meet as much as possible and to discuss kind of how I'm developing and things like that

SM Mhm

P8 And em...he was saying er yeah well I don't think you need much support really

SM Was that your mentor?

P8 Yeah

SM And was he one of the key people?

P8 Em yeah so in the school we have the mentor is cl- who is a class teacher who is the-

SM Sorry, is he, is it a he?

P8 Yeah

SM Is he one of the key people to you did you feel
{this time

P8 {In terms of

SM Or last time

P8 No not really

SM Who was-

P8 He was, he was quite absent

SM Was he?

P8 He might have physically been there sometimes but as a mentor in his role as mentor very absent but even as a teacher he was very quite unapproachable

SM Mhm

P8 Em he, his attitude a bit has shifted he's a bit more enthusiastic because he's just got a new job so he had changed

SM In a different school?

P8 Yeah

SM OK, he's kind of leaving then?

P8 Yeah so I had great difficulty with not very [sighs] not a great relationship with him because I very early on for my first placement I felt he wasn't enthusiastic about being a mentor didn't want to be a mentor and em...

[45.27]

P8 there was no enthusiasm there really it was, it felt really duty-bound

SM And how did that impact on...

{your experience with him

P8 {I almost...

Didn't pass my first placement

SM Gosh right

P8 So I was like my university tutor was *very* concerned...em about my teaching

SM So you weren't getting..? What were you not getting from him, the mentor?

P8 Well i- in the first placement well throughout m- all your placements you should be meeting weekly with your mentor em...they should be certainly at the beginning setting targets by the end of it you should set your own targets but he should have been setting targets, for me to complete different things or, so er right make sure you go mark that assessed task this week and then photocopy some of those books silly little things like that that help you gain your evidence and stuff em so he didn't do that at all

SM So OK it's a kind of guiding you in the early stages, that didn't happen?

P8 No

SM OK so that didn't help. Can you think about anybody who was key em at your HS and what they did that helped?

P8 Em...it was probably when I started teaching another class teacher's class she-

SM Which class was that? 7,8, or 9?

P8 It was a Year 8 class...em a middle high er above average ability er...em and she's the Head of Faculty but she's a very enthusiastic...person, a very positive person so there was very positive feedback that helped me learn how to reflect on er my teaching

SM Mhm

P8 So initially did it for me but then helped me to learn how to do that reflective practice thing em

[47.29]

P8 ...and em, gave me some ideas on how I m- how I could do things differently...em and different strategies on how to manage behaviour and stuff as well

SM OK so

{she w-

P8 {Yeah

SM she was very practical and,

P8 Yeah

{and actually the

SM {very clear

P8 other PGCE student as well, because he was getting so much support from some of the other teachers he was with, I was mainly with my mentor and his classes but he was with quite a few other classes so he was getting really good feedback on and different strategies so I was talking to him how do I teach this how could I teach that de-de-de yeah very strange situation relying on another PGCE student like that

SM Well I think that's one of the reasons for doing peer placements

P8 Yeah

SM Just to cut down on the 'eggs-in-one-basket' kind of situation so, that wa- he was an important person in kind of passing on advice

P8 Yeah

SM Em of a practical nature

P8 Yeah

SM em...we're kind of moving on towards the end now [explains and sets up Q9 – situated agency, what contextual influences at HS and CS?]

[50.37]

P8 Probably actually the students cos I had broad range from...bottom set Y9 to top set Y7, top set Y8, middle set Y8s so I had that, spectrum and how I would do one thing with one class I would *never* do it with another class you know, I could let my top set Y8s actually my hi- my hi- above average Y8 class so a different class I had like they were like butter would melt a beautiful class and I could do something with them I could give them something and let them get on with give them some very simple instructions and off they'd go and I was just stood there and they'd come to me Miss? De-de-de and I'd go, send them away again but my Y9 class I literally have to walk around the room I probably walked a mile every lesson [laughs]

SM Mhm

P8 Em, if I wanted to do some- em something like that because they needed you give them step-by-step instructions you question them so you kn- you kn- they could tell you what they were supposed to be doing and still you had to then supervise everything they were doing because they weren't listening or they'd forgotten already or they can't read the worksheet with the methods on and so it was so different and so, with that, my Year 9 class I generally had that temptation to want to have them si- sitting more em than say some of my other classes where I was happier to get them up and moving about a bit more so em

[52.13]

SM So, given that you're making decisions in the classroom em does the context of those children, the school context that they're in with you does that have any influence on how they operate?

P8 On how *they* operate?

SM Yeah if they in turn are influencing you and you are responding

{t- to them

P8 {Oh definitely

Definitely yeah cos how I respond to them will provoke a reaction whether positive or negative back, in them and so em so sometimes like for instance my Y9 class were a very volatile class and how I responded to them you know sometimes kids kind of explode the situation or deflate it so it's just em

SM In a school like you've got, you mentioned your clear discipline policy and you've mentioned em a less clear in your CS em...if you could imagine transporting your Y9 class from your HS to your CS would they be a different different class?

P8 I think they'd be the same class but I think I'd have more flexibility on how I dealt with them so if they were being disruptive I wouldn't have any qualms sending them out for a couple of minutes em to calm down and then I'd be able to have that conversation with them, why have I sent you out here whereas just givi- saying you have got a lunchtime detention [laughs] you know if I start saying that in the lesson it sort of I start giving up really em...

SM So in a sense th- it's, it's...em wh-what we're talking about here is is the hidden processes that influence the way that you and the children work together

P8 Yeah

SM So this, the idea that you know you've got a discipline policy it's written down every school's got one but in your HS it's applied to the letter

P8 Yep

SM So that makes you feel like you've got to do it

P8 Yeah

SM So even if you were thinking possibly, if I had the chance I wouldn't do this

P8 Yeah

{yeah

SM {this way

So that's a em...something that comes from em...interpretation I suppose, of policy documents and the way they are carried out in practice and is that something that would be more rigorous in general in the HS? Were they a bit like well it says in the staff handbook, or was it

{just about discipline

P8 {you se- well

Discipline mainly but things like, your marking would be checked and it was more of that like, they told me how to mark early on and it was quite detailed setting targets and stuff but [sighs] ...it was you never had that well it says this in the hand book but it was you are expected to know the policies and you are expected to follow it to the letter and em...work hard at doing that so marking had to be done...quickly em, all assessed tasks have to be done, tests have to be done stuff has to be recorded in data bases and logged and

[56.08]

SM OK so when they by setting out the processes very clearly it kind of gives an idea that its inflexible and it's very important to fit in with those

{em processes

P8 {yeah

P8 Yeah I wouldn't say my HS is a flexible, school em, they like

SM Is it consistent?

P8 Yeah it is consistent. They like the structure em... and I think because the structure works they do it but it almost feels quite military...em, and that you feel that pressure I realised towards

the end I I felt that pressure I didn't feel it would be a school I could work in cos I'd be feeling that pressure all the time I wouldn't be

SM Pressure to..? Fit in?

P8 Not to fit in, pressure to er...not...put my fingerprints around the place? Like put my signature the way I do it, you have your own style of teaching obviously and as long as you get everything done and it's that's fine and em...but...sometimes you can have you- to have the freedom to kind of, be able to say I'm not sure that that works let- maybe we could do it this way sort of thing. At my HS there's definitely not that freedom to do that but, I think my CS probably would have been like that, em there was a lot more, discussions and em certainly the Faculty meetings were very very different. Faculty At HS was here's the agenda, boom-boom-boom-boom-boom who's going to do this? Who's going to do that? Right go and do it and there's no discussion whereas at CS it's about discussion OK I've got we we need to start thinking about revision, there's an opportunity for a revision workshop who would like to go and can you feedback blah-blah-blah and it was all that, you know, suiting to individual needs and training and people could make suggestions about changing something or

[58.23]

SM So there's space for

{conversations and to accommodate

P8 {space er yeah and...

SM different people and to be flexible

P8 Em yeah

SM It's em I love that phrase about leaving my fingerprints on, like it would be a crime [laughing]

P8 {[laughing] It's just, em like

SM {It def- sounded like oh no I left my fingerprints!

P8 It's just I don't know if you've ever been in to someone's house where you are offered a cup of tea and you don't know where to put it cos it's so clean and tidy

SM [laughing]

{yeah yeah

P8 {And you're like I don't know if I can put my

P8 Cup of tea down so you have to hold it and my HS started feeling like that so started feeling uncomfortable I think I went in there with rose tinted glasses at first like this is great this is brilliant but I love the structure initially but now I'm like now I'm a teacher I actually know how to do a lot of these things I've still got a long way to go I've got a lot of learning I've got the rest of my career to keep learning, but I want to be able to explore wha- I think I took a very safe approach to my PGCE year and doing things very safe and being very safe even though they actually say you know take a risk but I feel more confident to take a risk,

SM Now?

P8 Now

SM Mhm

P8 Because I'm more able to reflect on whether it worked or not and I don't feel as if it doesn't matter so much if it goes wrong whereas before I felt like I was having to perform to someone

SM Mhm

P8 Like my mentor my observations or my university tutor

[59.57]

SM And the teachers that worked there or were employed there full time were they subject to that kind of constraint as well?

P8 Em...

Sm The sort of knowing that there was an accepted way of doing things

P8 Yeah I think so the em the tutor that I worked with she was like the second in command and covered KS3 and also ran a Science Club and she ran was trying to organise school a couple of school trips and she said the different hoops she had to climb through she said because it's her first year in post there she was going to follow organising an educational visit to the letter and em but she was batted around from pillar to post and she said you know what I don't think I don't want to ever organise an educational visit because it isn't a consistent process and em, or she said you know I'm just not going to bother following it to the letter other people seem to get away with it but if she were trying to not do it, trying to follow it to the letter but getting told off but other people just bounced through the hoops fine so

SM OK?

P8 I don't know if it was because she was new, and first year organising educational visits em or whether it's part of the Science, the Head teacher not interested in Science at all em, so bat- she batted up against that quite a lot so em

[01.01.16]

SM OK we're moving to the last questions. You've been evaluated quite a lot during the year. These are some of the people who have done it, with their own agendas, you know: university tutors, your mentors and your staff colleagues. Are any of these were they a stronger influence than others? And did that change during the year?

P8 Em...I think my university tutor has always been a, strong influence because obviously if he observes you or she observes you and you and says you haven't passed or you're not where you should be then, you know that actually that's almost, you could go to moderation that could be the final say but out of all the others it was always observations evaluations of colleagues whether it was my mentor or a class teacher I would look at their evaluations equal throughout my time.

[01.02.27]

SM OK... and was that fairly consistent throughout the year you felt it in that order?

P8 Yeah I mean he doesn't, my university tutor didn't come in till towards the end of the placement anyway, em...it was always nerve-wracking, and we were always told we had to go and buy him biscuits and I was like he never buys me biscuits when I'm at university he can cope without biscuits [laughing] I was like I'm not getting him any

SM That's bribery isn't it? [laughing]

P8 [laughing] Em...yeah and I think I had, well I say he made me cry, his comments lead me to be very emotional on my in his first visit and so I was more apprehensive since, since then

SM OK

P8 Yeah it's his vis- his observations I was always oooh! [mimes biting nails]

SM It mattered?

P8 It mattered. I always spent ages on the lesson plans and how I was going to do something

[01.03.35]

SM OK em last question is another graph [explains set up to Q11 graph]

P8 [draws]

[01.04.58]

P8 Some very steep learning curves there...it pretty much goes like that

[01.05.08]

SM OK, em...what made, what factors if you can generalise, made the line rise?

P8 Em so this is basically the beginning of block 1 right at the beginning and this is at university now I haven't started it at zero because I felt I already had some skills toward teaching anyway so that's why I start it higher up

SM Is that from the [x x] groups

P8 Yeah

SM you mentioned on your first form?

P8 Yeah and I'm naturally a teacher anyway and the admin side of things, I worked in administration for years that side of things you know is fine em...and sort of that steep learning curve of learning how to do lesson plans learning how to do marking [laughs] learning how to get a class in and get them sat down in silence within a couple of minutes all that

SM Procedural stuff

P8 Yeah everything was new and difficult and took forever and em, this point here this was kind of like Christmas period back at uni it's so funny cos uni time I didn't feel I really learned *that* much

em attending lectures and stuff it's just like well attending lectures but actually it's like well teaching me how to become a teacher I need the practice

SM Mhm em lots of people have said that

P8 So em it was kind of like information occasionally information overload , excuse me, and this here, it's the start of my Block 2 and even though I had some confidence in teaching again it was a very steep learning curve it was- it didn't feel so hard this time but, it was part of the internal shift I had to do cos my first placement a lot of the externals of physically being a teacher but in Block 2 it's the internal shift going on of believing I was a teacher cos I actually ended Block 1 feeling quite deflated, wondering if this was the right thing to do but then Block 2 was...

SM Confirmatory?

P8 Yeah and em...and gaining new skills certainly and em... developing things so I actually passed I worked really hard, on that one so and then em...

SM It's a kind of gradual sloping here oh sorry, a wee dip there

P8 Yeah I suppose

SM Well what is that that's more like a step isn't it, it's stepped progress?

P8 Yeah I think it was just that sort of that little break between Block 2 and Block 3 em...and then there was that sort of...again it was another realisation that as I was about to start Block 3, I'm a teacher, and I was really nervous about going back into HS because I felt, cos I'd felt so unsupported by my mentor in my first block there I really didn't know how it was going to be I didn't know how I'd reac- interact with him how I's interact with the other teachers there. It's actually quite hard going back in

SM Uncertainty yeah

P8 Yeah because you don't want them to judge you on your first teaching, practice to what you've learned in your second teaching practice so it's quite hard em and then I've just felt like I've sort of continually grown but it's been gradual and I'm hoping that the rest of my teaching career would look like that and not be too flat but actually I would just keep going along learning new things as I'm going along but I don't have to do so many of those upward climbs though I think my NQT year would be a lot more, look like that [points to a steep part]

[01.09.44]

SM Mhm if you can just have a look at this continuum here, this is called the Locus of Control and it's about where you feel control over important decisions is located [explains and sets up last part of Q11] tell me if there are any points this year when the locus of control took a significant shift.

P8 Em...

[1.10.36]

P8 It was probably...coming into my second placement in my CS when, my first placement I felt very much like I just did what I was told and

SM And that was towards..?

P8 That very external

SM Towards the external

P8 Yeah and then my CS felt like, well I didn't feel like here's here's here's all the information here's everything you need and off you go but having had the reliance of that external it sort of moved gradually over the six weeks to internal where you know I was in control where I made the decisions most of the time but it wasn't all the way over there [indicating furthest left point on continuum: 'Internal'] but then in was like Block 3 my final practice of teaching placement where I was like em in control of most of the decisions obviously I mean the school has its own policies and procedures and like time constraints and different things that I have to follow as a teacher but in terms of like how I teach em...and the way I want to teach something, it felt like it was more in my control and it wasn't the class teachers were very hands of it was like right here's where we are with at the start I'd like to you try to get to here by the end and then em at the en- at the end of the last week right where did you get up to with my class? Oh yeah they've done their test and we've had a couple of fun lessons as well so they're ready to start their next topic for you

SM Mhm

P8 And like [laughing] Really? *Really?* Like Shock! That I did it. It was hard, really hard, but I did it.

SM Mhm so would you say there was a general pattern of er, throughout the year...moving, more or less gradually, from the external end of the continuum, towards a more internal

P8 Yeah

SM So that *feeling* that you were more in control of things

P8 Yeah

SM Is that something that's important for BaT do you think?

P8 I think so yeah cos I think at the beginning I think you need...th- sort of someone else to take the reins a little bit because you don't know how to, drive the teaching car sort of thing, you don't know how to drive it em...but slowly over time you take more control sort of yourself and make more decisions for yourself as you learn how to make decisions and you might not always make the right decisions but you learn how to not do it next time sort of thing and it's- you don't have so many bigger falls as you go along the falls are a little bit smaller so

SM Mhm OK right thank you very much I'm going to stop the tape now.

[Interview ends: 01.13.32]

Appendix 10 Vignettes of Participants

Participant 1

Participant 1 is a female Science teacher who had come to train as a teacher with a PhD. After a short career in academia, during which she had enjoyed the opportunities she had of teaching, she realised that she wanted to spend more of her time teaching than a university career would allow and therefore decided to train to teach. She had family in the area, which drew her to the university where she was training. She had been educated in a boarding school and describes herself as having loved her school time. She intended to try and get a job in a similar establishment in the private sector once she had qualified. She describes herself several times as independent, something she puts down to her doctoral training and being a bit older than many of her peers.

During her first placement, although P1 felt somewhat under-utilised, being given non-Physics classes and fined mostly to Key Stage 3, she valued being given freedom to try her ideas and her mentor's style coincided with her own. Her second placement was also one she considered she was encouraged to experiment and try out ideas. Her time was spent doing more A-Level and doing Physics, which she enjoyed. She became fatigued until she found a manageable process for the planning and paperwork. She experienced a serious moment of doubt as to whether or not she was going to be able to teach a class and considered not going ahead with it; giving it a try and finding she could do it, gave her confidence in her ability. Her final placement was smooth and largely uneventful, other than her successfully gaining a place to teach at a girls' boarding school from the start of the following year.

Participant 2

Participant 2 is a female English trainee who had come to the PGCE after completing a Master's in History. She lived locally to the university where she was training. She reflects on her own secondary education as having been less successful than it should have been due to poor behaviour amongst some children taking up all the teachers' time. Teaching appealed to her because of her love of literature which she wanted to pass on to children. She wanted to be a teacher who kids could approach and wanted to encourage independent learning in them.

She made relatively smooth progress towards QTS through the year, finding her Home School to be very supportive of her. Although she had an unsuccessful relationship with her mentor at her Complementary School, she felt this in effect slowed her progress rather than halting it. She felt strongly opposed to her mentor's insistence that the right way to do things was the way the mentor did it and she recounts feeling surprised at her own stubbornness to resist this and stick to her own opinions. Her final placement saw her taking an increased interest in the pastoral role of the teacher, developing a greater level of independence and confidence in her own ability to teach, and securing a permanent teaching post, which started straight after the summer holidays. P2 spent the latter part of the placement feeling impatient to move on to the next stage of her career, though felt she was still making progress towards becoming a teacher.

Participant 3

P3 came new into the area for her PGCE course, having previously lived all her life in a completely different part of England. She had wanted to be a teacher since she was 14 and had a particular love of English as she felt this had always been her strongest subject at school. She considered the university of her post-graduate course to be a 'step-up' from her first university, after which she had spent three years in customer-facing roles, including working at the Headquarters of a well-known national department store. She expressed the opinion that she had to feel ready to be a teacher and so had delayed her application to PGCE courses to gain experience in the wider world of work.

As a point of comparison with the previous 3 participants in the study, P3 is interesting in her decision not to proceed to her NQT year in a teaching post, although she had passed the PGCE year. Her year is characterised by a series of personal set-backs, an unsupportive mentor during CS placement and a lingering sense of bewilderment over certain issues. In her first interview, P3 had more blocks coded Attitudinal and Intellectual than the previous three and did not follow the same pattern of 'disentangling' jumbled Components to make personal sense of her teaching experiences as the course went on. Instead, P3 returns to consider the same issues across several issues, not moving on and giving the overall sense of being 'stuck' rather than developing, in a professional sense, in some of these areas.

Participant 5

Participant 5 is a female Maths trainee who came straight from her under-graduate degree to the PGCE course. She had returned to live in the parental home during training and said she had always wanted to be a teacher. Her time at school had been enjoyable and she considered it to have been successful. She returned to live with her parents for the start of the training year but her second placement was at some distance from her family home and so she lived independently for the duration of her time at the Complementary School.

She had an emotional PGCE year, often crying during her first placement, but her reports of both Home School and Complementary School placements are generally positive. Her second placement started with a great disappointment when she failed to secure a job at her Home School. This made her anxious about her return there; however, after her Complementary School placement encouraged her self-confidence, and coincided with her renting a flat with a fellow trainee for the duration of the placement, she entered her final placement determined to secure a teaching job. She was supported in this endeavour by staff at her Home School and, although initial lack of success left her considering abandoning the course and leaving for Fiji, she persisted and secured a permanent teaching post to start in September 2012.

Participant 6

Participant 6 is a male Maths teacher who ran a successful business before deciding to come into teaching. Since leaving university, teaching had been at the back of his mind, but he had chosen to do something different and had become successful in that. He had an inspirational Maths teacher at secondary school who had a transformational effect upon him, going from bottom to top of the class in his subject and ending up doing a degree in Maths. He considered himself as being outside education and, although geographical proximity dictated the area, he had found it difficult to distinguish between universities from websites as they all make similar noises.

His first placement school underwent an Ofsted inspection, early on a key colleague left on long-term sick leave, and his experience from that point on was one of turmoil, characterised in interview by dramatic, emotional and violent imagery. He drew his placement graph line as breaking through the x-axis and going into minus territory. His second placement was a small school with a caring environment where he felt very happy. About two thirds of the way through that he was told he was not going to be able to pass the course and was offered the choice of extending to a fourth term of training. At this point he lost all motivation and decided to withdraw from the course.

Participant 7

Participant 7 had come from industry to teach. She hoped she would be able to achieve a better work/life balance. She had a small child and was expecting a second one to arrive in the September after her training course finished and, for this reason, did not intend to apply for teaching jobs after her PGCE. Her own time at secondary school was characterised by academic success which she measures by the fact that she was one of the few from there who went to university. She had attained a doctorate and been a lecturer before working for a large company for several years. During her time in industry, she continued to lecture occasionally. This had prompted her to consider teaching as a next step.

At her first placement school she was disappointed not to have been given A-Level classes to teach and experienced a difficult first few weeks. Once she had found her feet, she started suffering from morning sickness and tiredness. She identified a particularly inspirational Year 10 teacher who was different to the other teachers in the rather insular department. She identifies a wide range of people who were helpful and important to her during practice. Half way through the second interview, P7 collapsed and I had to call her an ambulance. During her third interview, she was happy to recap some of the second interview so a picture of her second placement school was built up as being structured towards results achievement. She uses words like regimented and inflexible several times to describe it. She says she was routinely and closely monitored formally there where the process was less formal at her HS. Her return there was a good experience for her and she speaks of it warmly, being welcomed back, feeling 'at home' and comfortable with the staff and the way of working.

Participant 8

Participant 8 is a female Chemistry trainee who had, previously to starting the course, worked in the NHS while studying part-time for her undergraduate degree with The Open University. Her own secondary school time had been disrupted by upheavals in her family circumstances. Changing schools twice during Key Stage 4 means she did less well than she thinks she should have. She chose to train to teach close to home and was a Sunday school teacher, who had always considered teaching as an option at the back of her mind.

She regarded her two placement schools differently, with a disinterested mentor at her Home School but staff at the Complementary School as very supportive to her development. P8 made progress throughout the course, crediting her Complementary School placement as essential to her development as a teacher. During her second placement she had been surprised by her own ability to learn how to deal effectively with behaviour which disrupted learning, having felt anxious about

the behaviour of pupils prior to her placement starting, and the resulting confidence this gave her in her own abilities, and identifies the ability of her colleagues at the school, and her mentor in particular, to give her exactly the support she needed. She passed the course and secured a 12-month maternity cover starting immediately after her PGCE year.

Appendix 11 Overview of Transcript Analysis & Extract from Summary Schedule

Analysis was organised into stages which increasingly condensed the source data of interview transcripts to focus on the trainees' key developmental events for analysis as shown in Figure 6.

Stages of Analysis

Stage No.	Stage Name	Summary of Analytical Process
1	Matrix of Developmental Moments	Extraction of key moments identified by individual trainees as important to their development and composition of them in matrix form.
2	Coding Transcripts	Colour-coding transcripts to correspond with Evans' (2011) model of Professional Development
3	Summary Schedules of Multi-Componential Episodes	When 2 or more components coded an extract, the section of the transcript was noted as a multi-componential episode, summarised and indexed.
4	Identification of Patterns of Professional Development	Analysis of coded transcripts in conjunction with the Summary Schedules to identify patterns in individual trainees' professional development.
5	Overview of Professional Development	A concise description of the summary of professional development for each participant as coded by Evans' (2011) model.

Fig. 6: Stages of Analysis

In brief, the five stages sift for key moments and events which trainees identified as having an influence on their development. The source data took the form of interview transcripts and were rather unwieldy documents. This first stage of the method was to isolate and extract key moments and arrange them in a Matrix of Developmental Moments for ease of viewing both laterally, across participants and longitudinally across placements. The methodical selection of developmental moments comprised two stages, and is outlined in the section 'Method of Developmental Matrix composition' below.

The next stage was to code the transcripts. Evans' model of Professional Development (Evans, 2011) was applied to the transcripts in a coding exercise. The model's three main Components, Behavioural, Attitudinal and Intellectual, which Evans' model included as essential for professional development, were colour-coded and each transcript was re-read, colouring appropriately the transcript where these Components were identified. The coded transcripts were cross-referred with

the Matrix of Developmental Moments, establishing the occurrence of multiple components in reflections which were key to development.

The third stage was to list these multi-componential episodes separately in a Summary Schedule, designed to facilitate the fourth stage: identification of patterns within and across participants. The process of colour-coding and subsequent writing of the summary schedules of multi-componential moments is set out in the sections 'Coded Analysis of Transcripts' and 'Summary Schedules of Multi-Componential Episodes' below, and which follow the section on Method of Developmental Matrix composition.

The fourth and final stages are incorporated in Chapter 5: Analysis. Stage four was an exercise in combining the data from the Summary Schedules, the Coded Transcripts, and the Matrix of Developmental Moments to compose an account of the Professional Development of the participant trainees. This account is given in full detail in Chapter 5, which is organised by participant, and is supported by excerpts from the transcripts which exemplify the patterns of trainees' Professional Development. The overview of trainees' professional development during their training year rounds off the analysis of the data for each Participant, which is set out in full in Chapter 5.

This method of refining hour-long interview transcripts increasingly focused on the episodes which trainees' identified as key to their development as teachers, facilitating comparison across participant and across stages of training.

Example Extract from Summary Schedules of Multi-Componential Episodes

The summary schedules listed every episode in every coded transcript which was coded with two or more colours, indicating multiple components evident in the trainees' spoken reflections. This was a practical endeavour to bring the episodes together for quick reference, and, once complete, the schedules served as indexes for each participant, interview-by-interview, aiding comparative analysis by enabling quick location of specific episodes in the transcripts.

Each episode in the schedules was numbered, showing the time in the interview the episode had occurred, the pages on the transcripts in which the episode appeared and summarising the episode, as illustrated in Figure 7.

Summary Schedule of Componential Episodes: Participant 8, Interview 1

Episode Number	Time	Page Number	Episode Summary
1	8.55-12.03	1-3	P8 describes how she explained her expectations to a restless class and how she came to do so
2	17.03-22.10	3-5	A Year 8 girl hit a Year 8 boy and P8 describes how she handled this situation

Fig. 7 Summary Schedule: Extract from P8, I1

Where coding was not a combination of three colours, variation was noted, but the majority of the episodes included all three components. The grouping and condensing of important episodes in index form enabled identification of patterns in the multi-componential content which could then be

compared across participants. The detail of pattern identification is outlined in the next stage of analysis.

Appendix 12 Summary Matrix of Influences on Professional Development

What influences professional development?

Various factors from the developmental matrix... the significant moment is put in the placement it occurred even if the trainee talked about it at a later interview.

Participant	HS (1)	CS	HS (2)
1		(related in I3) P1 'became' a teacher after she questioned not just whether she could do it whether she <i>wanted</i> do it, about two thirds of the way through the year (during CS). Not a concern for her mentor; everyone said PGCE was hard but it gets better "so it was fine after that" (I3, 59.19). <u>Receives timely interactions from professional colleagues</u>	
2	(related in I3) P2's most significant moment was when she first taught alone. "...you just think actually I probably can do this if I can last a whole lesson without anyone else in the room and nobody's died" (I3, 51.05) Being able to do the job in practice.	Mentor at CS very negative so P2 found Uni Tutor's positive influence reassured her she "was on the right track and not in danger of falling to pieces" (I2, 8.21) <u>Receives timely interactions from professional colleagues</u>	
3		Mentor asks her if she wants to continue and if so, said "you are going to have to pull your socks up" (I2, 6.47), then later same evening, uni tutor contacted her "trying to encourage her" (I2, 7.18).	When a teaching colleague wanted to use her resources P3 said "I'm a real teacher now" (I3, 58.58) and that the biggest influence on her becoming a

		<p>This was in week 4 or 5, a few weeks after her brother had tried to commit suicide.</p> <p><u>Receives timely interactions from professional colleagues</u></p>	<p>teacher was when other teaching staff “saw me as a teacher” (I3, 01.28.13); very positive feedback in her last few weeks gave confidence (I3,01.28.19).</p> <p><u>Receives timely interactions from professional colleagues</u></p> <p>P3 also had a bad kidney infection and was off for a week during her final placement.</p> <p>Feeling unwell > negative influence</p>
5	<p>First time alone with a class was significant (I1, 23.26)</p> <p>Being able to do the job in practice.</p>		<p>P5 thinks getting a job was the influential: “it’s like someone else believes in me, to give me a job” (I3, 4.07) which made her think “I’m a teacher now” (I3, 55.34)</p> <p><u>Receives timely interactions from interested professional other(s)</u></p>
6		<p>A colleague told P6 that the teaching job didn’t get easier as time went on which influenced P6 to leave the PGCE rather than accept an extension of training period to a fourth placement. (I2, 01.03.45)</p> <p>Negative interaction from professional other</p>	
7		<p>P7 was pregnant and had bad morning sickness during her CS placement. She says when she felt better “progress was faster” (I2, 31.20)</p> <p>Feeling unwell > negative influence</p> <p>A ‘eureka’ moment regarding discipline was when class teacher told her to follow through on her intentions.</p> <p><u>Receives timely interactions from</u></p>	<p>P7 thinks that on her third placement “it all came together” (I3, 50.23) , citing as influential feedback which was always “constructive and it was always – true [laughs]!” (I3, 41.07) without being “too interfering” (I3, 41.14)</p> <p><u>Receives timely interactions from interested professional other(s)</u></p>

		<p><u>interested professional other(s)</u> Reflects “you can be told and understand but in practice you do it or you don’t and see what a difference it is” (I2, 38.59) Being able to do the job in practice.</p>	
8		<p>Thought she couldn’t teach BTec class but, when she started, she found she actually could (I2, 14.34) Being able to do the job in practice.</p>	<p>P8 got advice and practical support whenever she asked: “which has been just what I needed really” (I3, 01.05.54) <u>Receives timely interactions from interested professional other(s)</u> At the CS she gained confidence and started “believing and acting as if I was a teacher” (10.38) Being able to do the job in practice.</p>